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ABSTRACT

The activities guide is intended primarily to assist teachers in grades 4-7 in teaching career awareness concepts. Instructional activities correlate basic skill and career education objectives. The 29 units cover topics related to social studies (self-awareness, the community, the school, transportation, the environment, family roles, economic concepts, advertising, and politics) and science (nutrition, food production, and physiological functions). Material from the fields of art, language, math, and home economics is also incorporated into the units. The final chapter presents career awareness activities and materials for special students in multiple grade levels. Topics include family roles, the rewards of work, accepting emotions, manners, and salaries. Each unit contains the following: grade level designation, area of interest, subject area, title, developmental and behavioral objectives, concepts, activities, media and materials, and evaluative comments by teachers who have previously used the unit. Materials listed are filmstrips, possible class speakers and topics, demonstration paraphernalia, classroom equipment, children's books, study prints, and miscellaneous materials used in the activities. Supplementary materials include grooming pointers, information on selling oneself to an employer, personal data sheet, and a sample employment form. (Author/DB)

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career motivation

ACTIVITIES GUIDE

4TH THROUGH 6TH GRADE..



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GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES, SCIENCE

TITLES: ALL ABOUT PLANTS
USING THE TELEPHONE
SYMBOLS AND SIGNS
INDIVIDUAL AND GROUP BEHAVIOR

Title: All About Plants

The Individual and His Environment

Grade 4

DEVELOPMENTAL OBJECTIVES

To develop an awareness of the role of plants in our lives.

BEHAVIORAL OBJECTIVES

Classification of plants according to their use.. food, clothing, and shelter.

Plant and care for their own plants.

INTEGRATION

Reading, Science, Art

LESSON

Primary Concept -

- Reading - read stories about plants, workers in the field of horticulture, and conservation.
- Science - plant system, plant cycle, and needs of plants.
- Art - collect pictures of plants, draw and label the parts of plant.

ACTIVITIES

- Lesson I - Introduce unit
 - 1. Have children bring a list of plants to school.
 - 2. Classify and discuss the use of plants.
- Lesson II - Filmstrip "How a Seed Grows"
 - 1. Show and discuss filmstrip
 - 2. Have children bring containers, soil, and seeds to school.
- Lesson III - Planting of seeds
 - 1. Plant and label plants. Observe growth.
- Lesson IV - Other ways of plant reproduction
 - 1. Bulbs, cuttings, and spreading roots, stem and leaves.
 - 2. Plant a piece of a white potato with an "eye" in it.
 - 3. Plant a stem from a geranium.
 - 4. Care and observe growth.
- Lesson V - Uses of plants
 - 1. Have children now choose a plant and illustrate its uses.
Example: Tree - houses, desks, doors, toys, boats, etc.
 - 2. Make a bulletin board display.

Field Trip - Horticulture Center

Materials: seeds, soil, containers, construction paper, paste, magazines, and crayons.

EVALUATION

This is always a unit children thoroughly enjoy. They love to watch the plants grow. This year we planted more vegetables than flowers. Flowers are very slow coming, but the cucumbers, green beans, and green peppers are growing. The children even measure each day to see how much they have grown.

Next year I shall plant all vegetables and include many different kinds.

DEVELOPMENTAL OBJECTIVES

Communication is important in family and community living.

BEHAVIORAL OBJECTIVES

Good speaking and listening habits improve communication.

The telephone is an important means of communication.

INTEGRATION

Language arts, Social Studies, Science

LESSON

Primary Concept -

Language - There are correct ways to use a telephone.
The telephone directory helps us to use the telephone more efficiently.

Secondary Science Concept - Sound and electricity help make the telephone work.

ACTIVITIES

Lesson I - "We Learn About the Telephone" - a 25-minute 16mm., color film covers a number of subjects which receive expanded treatment in other Telezonia materials.

Lesson II - Filmstrips (2)
"How We Use the Telephone"
"Telephone Courtesy" Wall chart.

Major ideas:

Correct use - knowing and using the dial - making and answering a call - speaking clearly and distinctly - taking a message - using the telephone in an emergency.

"The Alphabet Works for Us"

Areas Covered - fundamentals of alphabetizing - looking up numbers - how to use the telephone in an emergency - how to look up facts in the dictionary and encyclopedia.

Lesson II - Filmstrip - Social Science
"Communications and the Community"
"How to get Help in an Emergency" Wall chart.
Areas covered - brief history of communications. - Communication join the community, nation, and world together. - communications by satellites.

- Lesson III- Science "How the Telephone Works" Filmstrip and wall chart.
Areas covered - Nature of sound - Electricity - Magnetism.
- Lesson IV - Using practice telephones and teletrainers.
1. Divide children in groups to write Telephone conversations.
 2. Practice using telephones - class judges whether everything was done correctly.
- Lesson V - Ohio Bell Service Truck Demonstration
1. Lineman talks to children displaying equipment he uses and demonstrates how to climb a pole.

Material - All furnished by Ohio Bell Telephone Co.

EVALUATION

This was a very successful unit because there were a lot of good materials to work with. Interest level was high.

All that was needed was more time.

Title: Symbols and Signs

Developmental Area: Individual and Environment

DEVELOPMENTAL OBJECTIVE

To help children gain insight into the numerous ways messages are communicated non-verbally.

BEHAVIORAL OBJECTIVES

1. Children will be able to draw five map symbols on an outlined map. (Ex. trees, mountains, rivers, etc.)
2. Children will be able to name six road symbols.
3. Children will be able to communicate non-verbal messages through charades.
4. Children will be able to identify six warning symbols. (poison, flammable, red flashing lights, railroad crossing)

INTEGRATION

Social Studies, Language and Art.

LESSON

Primary Concept

Social Science - Much of communication is non-verbal.

Secondary Concept

Social Science - Map reading

ACTIVITIES

1. Children can play charades.
2. Bulletin board of newspaper and magazine pictures of symbols.
3. Have children find body symbols. (waving, etc.)
4. Have children find color symbols. (flag, Red Cross, traffic light)
5. Bring cartoons to analyze.
6. Have children find picture symbols. (heart, light bulb, ZZZZ for sleeping)
7. Occupations that require the most talking. (ex. teaching, telephone operator)
Little talking - (ex. artist, mail carrier)
8. Write an alphabet code on the board. Have the children "unlock" the secret message found each morning on the board.

9. Children can send notes.
10. Observe TV and notice symbols.

MEDIA AND MATERIALS

Blackboard, maps, newspapers and magazines.

EVALUATION

The children learned a great deal from the map work. They also had a lot of fun playing charades. I feel they understood this unit because it was really quite simple.

The code portion held their interest more than any other part. In fact, I finally had to put a stop to the note passing.

INDIVIDUAL AND GROUP BEHAVIOR

Grade 4

Individual and Environment

DEVELOPMENTAL OBJECTIVE

To develop an awareness of one's role in a group.

BEHAVIORAL OBJECTIVES

1. The student will be able to list the group's to which he belongs.
2. The student will be able to list the purposes or goal of each group to which he belongs.
3. The student will be able to list the norms of behavior for each group.
4. The child will be able to list the roles he plays in each group.
5. The student will be able to list ways in which members of each group are interdependent.
6. The student will be able to write ways in which members of each group interact.
7. The student will be able to list the meanings or values each group shares.

INTEGRATION

Social Studies

LESSON

Primary Concept: Characteristics of Groups

Secondary Concept: Individual Roles in groups.

ACTIVITIES

1. Study pictures of people acting in a group and discuss the purpose or goal of the group, the interdependence in the group, group interaction, and the meanings shared by members of each group.
2. Discuss the different groups to which people belong.
3. Discuss the norms of behavior for a specific group and explain how certain behavior is rewarded or punished in a group.
4. Discuss the different roles people play in different groups and specify the different behavior in each.
5. View a filmstrip or movie that illustrates teamwork to inform the children of the importance of group interaction, group interdependence, goals, and values shared by team members.

6. Have the students choose a team or club to which he belongs. List the purposes or goals of the group, the way the members interact, two ways members depend upon each other, and values shared.
7. Observe groups in action.
8. Have the students list meanings, norms of behavior, and values that they share.

MEDIA AND MATERIALS

Filmstrip, film, pictures of different groups, groups in action.

EVALUATION

The activities are adequate to meet the stated objectives.

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: SELF

INTEGRATION AREA: SCIENCE
ENGLISH
ART

TITLES: SELF AWARENESS
GIVING DIRECTIONS
THE DIMENSIONS OF ME
HOW DO I FEEL?
DEVELOPING MY INTERESTS

Self Awareness
Grade 4

DEVELOPMENTAL OBJECTIVES

To develop an awareness of self.

BEHAVIORAL OBJECTIVES

Appreciation of individual differences.

INTEGRATION

Language - discussions and written assignments.
Art - Collage

PRIMARY CONCEPT

Acceptance of self

SECONDARY CONCEPT

Acceptance of others even though different.

LESSONS

- Lesson I -- To introduce unit - feelings
1. Child makes a list of likes and dislikes use questions such as -
 - a. When I'm alone I _____
 - b. If it's raining outside I _____
 - c. My best friend is _____ because _____
 - d. My favorite subject is _____
 - e. _____ makes me happy.
 - f. I cried when _____
 - g. Sometimes I'm afraid because _____
 - h. I get angry when _____
 - i. The saddest thing that ever happened to me was _____
 - j. My favorite color is _____
 - k. My favorite food is _____

(Other questions can be added.)

- Lesson II -
1. Categorize showing a list for each. Do not use childrens names.
 2. Discuss differences.

- Lesson III- Self
1. Discuss how we learn - through the five senses.
 2. Child then takes a magazine and cuts out pictures of things he likes - food, sports, people, colors, and places.
 3. When finished these are put together in a book titled "Who Am I."

MATERIALS

Scissors, paste, construction paper, magazines.

EVALUATION

There was not enough time to deal in this subject. The Media Center had some filmstrips, but were unavailable because it was too late in the year. Could have been more thorough with more time.

Title: Giving Directions
 Grade Level: 4-6
 Developmental Area: Self

DEVELOPMENTAL OBJECTIVE

The student will gain an awareness of the difficulty of communications among individuals.

BEHAVIORAL OBJECTIVES

1. Each student will write instructions for a simple everyday task such as dishwashing.
2. Given a simple simulated work activity, each student will give a second student oral directions for completing the activity.
3. After completing 1 and 2 above the student will be able to list at least three difficulties of giving directions.

PRIMARY CONCEPT

Writing instructions.

SECONDARY CONCEPT

- Spelling, Sentence writing.

INTEGRATION

English

ACTIVITIES

1. Students will be divided into two man teams and each team will be seated back to back. One student in each team will have a picture of a simple two color puzzle (such as a red and white circle divided into six sections); the other student will have puzzle pieces that when properly arranged will duplicate the picture his partner has. The student with the picture will give the other student oral directions to complete the puzzle with the proper pattern. After a few minutes, teams will exchange puzzles and the teams will change roles, so the student who gave directions the first time will put the puzzle together the second time. Students will have great difficulty putting the puzzles together properly. After making the above attempts, the class should discuss why it was so difficult to explain how to put the puzzles together properly.
2. Each student will be assigned a simple task (such as dishwashing) and asked to write directions which a person who knew nothing about the task could follow and successfully complete the task. The sets of directions will be collected and students will be asked to role play the task following the written directions as precisely as possible.
3. Class will discuss how directions can be made more precise and easier to follow.

MATERIALS

Colored paper to make a variety of simple two color puzzles, e.g., circles, squares, rectangles, L-shapes and two dimensional picture of a cube.

Pictures of each puzzle.

EVALUATION

Students will be given a professionally prepared set of operating instructions for a household appliance and asked to write up a list of suggestions for improving the instructions.

Title: The Dimensions of Me

Developmental Area: Self

DEVELOPMENTAL OBJECTIVES

1. Through measurement the child will appreciate his physical attributes.
2. The child's self concept will improve when he realizes he is physically alike to others.
3. By studying himself the child will develop more confidence in his own abilities.
4. By seeing the skills of others with their physical abilities the child will be encouraged to develop his skills using the physical abilities he possesses.

BEHAVIORAL OBJECTIVES

1. The student will look at himself in a mirror and describe himself.
2. The student will describe another child to that child.
3. The student will lay on a sheet of paper and allow himself to be outlined.
4. The child will measure the length of his outline.
5. The student will measure other parts of his body such as his arm, leg, foot, finger, shoulders, etc.
6. The student will measure others in the class.

INTEGRATION

Math-Science

LESSON

Primary Concept: The student will demonstrate the use of the metric system when measuring his body parts.

Secondary Concept: The student will measure distance with a metric stick.

ACTIVITIES

Lesson I - Student will observe himself in a full length mirror and comments on what he sees. Teacher may ask student what parts of his body have length.

Students describe each other in a mirror. Again ask for the concept of length. Students may try to guess lengths.

Introduce the concept of a centimeter. Teacher may wish to use a meter stick for this purpose. Students measure each others arms, legs, height, fingers, etc.

Lesson II - Divide the class into pairs. Partners trace each other on a long sheet of craft paper. After the outline has been made the student uses a meter stick to measure his body parts and label them on the outline in terms of centimeters.

- Lesson II - Continued
Students compare measurements and dress the outline in crayon.
- Lesson III- Students make a list of the length of his arm, leg, foot, finger, hand and height. Ask the student to find objects in the room that are similar in length to these body parts. Discuss and compare objects found. Student measures in centimeters using a meter stick.

MEDIA AND MATERIALS

Pencil, roll of craft paper, meter sticks, full length mirror, chalk, chalkboard, crayons.

EVALUATION

This TOCMPAC can be evaluated by the following criteria:

1. The child can estimate distances in terms of centimeters.
2. The child can tell the length of his body parts in terms of centimeters.
3. The child can recognize and use a meter stick.
4. The child can tell that there is more than one kind of measuring system one of them being the metric system.

Title: NOW DO I FEEL?
 Grade Level: 4-5-6
 Framework Component: Self

DEVELOPMENTAL OBJECTIVE

To develop an awareness of one's basic feelings. (Awareness)

BEHAVIORAL OBJECTIVES

1. Given a list of the five basic feelings, the pupil will be able to give at least one example of a situation which arouses each. (Affective)
2. Given a knowledge of his five basic feelings, the pupil will be able to identify those feelings which he has the greatest difficulty expressing. (Affective)
3. Given a knowledge of his five basic feelings, the pupil will be able to identify the feeling(s) that he experiences in school and at home. (Affective)
4. Given a knowledge of his five basic feelings, the pupil will be able to discuss harmful and healthful ways of expressing same. (Affective)

INTEGRATION

Science - Interrelationship between the human psyche and soma

LESSONS

Primary Concept: Relationship of certain physiological functions to psychological conditions and vice versa.

- Secondary Concept:
- a. Understanding of certain endocrine glands and the autonomic nervous system.
 - b. Understanding of harmful physical effects of psychological stress (e.g. ulcers).
 - c. Understanding of physical indicators of psychological states (e.g. nervous perspiration, goose pimples, blushing).

ACTIVITIES

Lesson I - The Human Body

1. By use of human torso model, filmstrip, and/or transparencies, develop an awareness and a basic understanding of what's inside the body.
2. Discuss with pupils the basic function of the brain as it relates to control of the entire body; use visuals.

Lesson II - Experiencing Human Feelings

1. Discussion of inside vs outside feelings (i.e., the five senses vs the five feelings, anger, fear, trust, love, and hurt).

Lesson II - Continued

2. Have pupils experience sensations through the five senses by providing the appropriate stimuli.
3. Elicit the five basic feelings in pupils by use of the following methods.
 - a. Anger - Feign anger toward pupils, criticize pupils unjustifiably, etc.
 - b. Fear - Startle pupils with loud noise, elicit phobias by discussion of fear of height, darkness, etc.
 - c. Love - Discuss feelings toward loved ones.
 - d. Hurt - Discuss hurtful situations of the past which are common to most pupils, criticize pupils to elicit hurt as a conditioned response.
 - e. Trust - Use "trust fall" (pupil falls backward with eyes closed into arms of another).
4. Discuss with pupils the physical manifestations which result from experiencing the basic feelings (e.g., rapid heartbeat, deep breathing, blushing, perspiration, etc.) to show how the body and mind interrelate.

Lesson III- How Do I Feel? - How Do You Feel?

1. Discuss the idea that everyone has all five basic feelings, but only one feeling is dominant at a given time.
2. Show filmstrip, "Why Do My Feelings Change?", to illustrate how feelings differ from situation to situation (record accompanies filmstrip).
3. Show filmstrip, "What About Other People?", to sensitize pupils to feelings of others (record accompanies filmstrip).
4. Discuss bulletin board theme as a reinforcing activity.

MEDIA AND MATERIALS

1. Model of human torso.
2. Transparencies and filmstrips showing systems of the body.
3. Multi-Media Kit, Me, Myself and I. The kit contains the filmstrips to be used in lesson three and is located at the Career Materials Resource Center. (Published by)

EVALUATION

I taught the first two lessons of this TOCMPAK and although I think that the third lesson would fit well into the unit, I found that the two lessons taught stand well by themselves. Another obvious area of integration is social science. Behavioral objectives one through three were well met. Objective four was not met in teaching the first two lessons, but it should be the major thrust of lesson four.

Title: Developing My Interests

Developmental Area: Self

DEVELOPMENTAL OBJECTIVE

To develop an awareness of one's interests.

BEHAVIORAL OBJECTIVES

1. Given a list of interest areas, the student will circle those in which he will participate in.
2. Given a list of job areas, the student will distinguish those jobs and relate those to his selected hobbies.
3. The child will be able to list at least 3 people to their particular job areas.
4. Given a list of school tasks, the student will be able to choose one to perform which is satisfying to him.

INTEGRATION

Social Studies, Art.

LESSON

Primary Concept: Self-awareness

Secondary Concept: Possible interest jobs

ACTIVITIES

1. View filmstrips illustrating various interest areas.
2. Attend a hobby show.
3. Construct a personal shield illustrating one's interests, hobbies, preferred jobs.
4. Plan a bulletin board to display the student's shields.
5. Have the students discuss jobs that could benefit from their specific abilities.
6. Have the student apply for a task in the classroom which would most effectively display his talents.
7. Plan a talent or hobby show.
8. Have each student write an autobiography.

ACTIVITIES continued

9. Have the student bring in his personal hobbies and share experiences with the class.
10. Invite speakers to share their unusual hobbies or jobs with the class.

MEDIA AND MATERIALS

Films, filmstrips, construction paper, pencils, crayons, paste, career coordinator for guest speakers.

EVALUATION

The activities were adequate enough to meet the stated objectives.

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: DECISION MAKING

INTEGRATION AREA: SOCIAL STUDIES

TITLES: HOW WE MAKE DECISIONS
PROBLEM SOLVING

Title: How We Make Decisions

Developmental Area: Decision Making

Developmental Objectives

1. The student will be able to choose among several alternatives.
2. The student will have a lower frustration level because he has the skill of some basic decision making.

Behavioral Objectives

1. To list his decisions made in an average day.
2. To make a decision in several different case situations.
3. To role play several decision making processes.
4. To discuss how decisions affect others.
5. To list consequences of decisions made.
6. To discuss personal values with others.
7. To share feelings about decisions and compare similar decisions and their results.
8. To trace the path of cause and effect situations.

Integration

Social Studies - Unit on values and decision making

Lesson

Primary Concept: The student can evaluate his own decision making process and become more skilled in the process.

Secondary Concept: Student will realize that many decisions are made daily and that different decisions may lead to a variety of consequences.

Activities

- Lesson I. Discuss what it means to make a decision. Bring out the idea of making a choice. Make a list of student decisions made during the day. Why are these decisions made? What factors enter in? Personal wishes? Pressure from friends or family? Daily routine? Are there rewards or punishment for a decision made? Student role play some of their daily decisions and some of the reactions that decision may cause.
- Lesson II. Discuss how decisions affect others. Act out and discuss examples and how they affect the people involved. An example may be a case where a friend wants to borrow some money. How does a yes or no decision affect this person and you? The students may want to contribute case situations to role play. Discuss how some of these role played situations make the student feel. Students act out some of these feelings.

Lesson III. How do one's own values affect the decisions a person might make? Give each student a different job or interest. Read a teacher prepared decision making situation. An example may be a town made up of these different people with different interests must decide whether or not to allow a new expressway to be built through the town.

On two chalkboards at opposite ends of the room write a value and its opposite. An example would you work at the same job as your father or a different job? The student must choose a location somewhere between the two boards and state why he choose to stand there. Students may suggest choices to put up on the boards.

Media and Materials

Teacher prepared case situations, two chalkboards

Evaulation

This TOCMPAK can be evaluated by the following criteria:

1. The student can verbalize some basic decisions that he makes everyday.
2. The student will express his value and decision in a given situation.
3. The student can express possible consequences to a given situation.

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: EDUC. & TRAINING

INTEGRATION AREA: SCIENCE

TITLE: NUTRITION

Title: Nutrition

Developmental Area: Education and Training

Developmental Objective:

To acquaint children with their basic needs and stimulate them to make proper choices of food for proper nutrition.

Behavioral Objective:

1. Children will be able to list four food groups.
2. Children will be able to take a list of foods and place them into one of the appropriate food groups.
3. Children will keep individual food records to evaluate their diet.
4. Children will be able to list food eaten for two days and count the calories.

Integration: Science, Math, Art and Social Studies

Lesson:

Primary Concept:

Science-To classify foods into 4 basic groups

Secondary Concept:

Math-To calculate daily intake of calories

Activities:

1. Use wall chart to help learn 4 basic food groups
2. Read in Encyclopedia - observations of social and religious customs directly related to food
3. List food intake for 2 days and evaluate it
4. Count calories of above list
5. Movie-Billy's Better Breakfast
6. Filmstrips through Career Ed. Dept.

F.S. 5
F.S. 6

How We Get Our Foods
 Story of Milk
 Story of Bread
 Story of Fruits and Vegetables
 Story of Meat

7. Books

The Great Nutrician Puzzle by Callahan

Your Food and You by Zim

8. Make booklists of foods by groups

Media and Materials:

Filmstrips, Filmstrip projector, Movie projector, Books, magazines
pictures, glue

Evaluation:

This unit correlated nicely with the science unit, Your Body and You, and the pages in math on calorie counting. Interest was about average for a new unit until we actually started listing individual diets. This really interested them. The children became surprisingly objective when it came to evaluating their own diets. I felt this unit was informative and rewarding.

1kw4/2

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: ECONOMICS

INTEGRATION AREA: SOCIAL STUDIES

TITLES: HUMAN RESOURCES
OUR ECONOMIC SYSTEM
ECONOMIC CONCEPTS AND SKILLS
ADVERTISING IN THE CONSUMER'S WORLD

HUMAN RESOURCES

Grade 4

ECONOMICS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the importance of human resources in the production of goods.

BEHAVIORAL OBJECTIVES

1. The student will list at least three concrete examples of each skill he has, people who help him, and people he helps,
2. The student will list three ways he will be able to contribute to society and how he expects to acquire the knowledge and skills to do so.

INTEGRATION

Social Studies

LESSON

Primary Concept: Human Resources

Secondary Concept: Resources specific to individuals.

ACTIVITIES

1. Set up several situations where children realize their need for help from other people. For example, move a large stack of books, or, play a game that requires two or more players.
2. Have the students make a list of the people who help them in some way daily. Group them into those which could be seen (parents, bus driver) and those which could not be seen. (farmers, furniture manufacturers)
3. Have the students look through the yellow pages of the telephone book. Make a list of a variety of services.
4. View a filmstrip about manufacturing. Have the children list what human resources are used and where and how do people learn these jobs.
5. Either obtain a film on the Peace Corps or a speaker to enlighten the children of their part in sharing human resources.
6. Have the children list skills they have been taught or skills they have taught others.

MEDIA AND MATERIALS

Filmstrip on Peace Corps, Manufacturing, Immigrants; guest speaker from the Peace Corps.

EVALUATION

A field trip to a factory where skilled labor is demonstrated would be helpful for the students.

Our Economic System
Grade 4

DEVELOPMENTAL OBJECTIVES

To develop an awareness of interdependence among members of our society.

BEHAVIORAL OBJECTIVES

1. Our dependence on others for our daily needs.
2. How specialization produces more goods and services.

INTEGRATION

Social Science - appreciation of all workers.

Language - interview specialized workers to learn what kinds of training is required for his particular job.

Art - Collages - depicting a certain job and the skills needed to qualify for job.

LESSON

Primary Concept: Introduce children to the ideas of division of labor.

Secondary Concept: Introduce children to the ideas of specialization to increase output of goods and services.

ACTIVITIES

Lesson I - Introduction

1. Class discussion of different jobs done by each member of his family in the household.
2. Discuss what would happen if father refused to go to work.

Lesson II - Specialization and Interdependence

1. What specialists can be identified in our school? (teachers, custodians, principal, aides, and secretaries.)
2. Enumerate the specialists they depend on to produce the food they eat for breakfast.
3. Illustrate on construction paper.
Fold paper in halves four times. In each square draw a picture showing interdependence.

Example: Bread

Farmer- wheat
Mill - flour
Baker - baking
Trucker - delivering
Grocer - selling

ACTIVITIES continued

Lesson III-

Develop a larger view of specialization

1. Bring newspaper want ads
2. Examine ads and note the many types of specialists in our society.
3. Pick an ad - cut and paste on construction paper. Look for pictures of skills a person would need to know to do a particular job.

Example: Secretary

typewriter, telephone, desk,
shorthand pad, etc.

4. Make a bulletin board display.

MATERIALS

Scissors, paste, construction paper, newspaper, magazines and catalog.

Economic Concepts and Skills
Grade 4

DEVELOPMENTAL OBJECTIVES

To develop an awareness of the importance of international trade.

BEHAVIORAL OBJECTIVES

Help children understand why nations import and export certain goods and services.

INTEGRATION

Language, social science, reading

LESSON

Primary Concept: To understand the benefits and difficulties involved in international trade.

Secondary Concept: How payment is made between nations.

ACTIVITIES

Lesson I - Introduction

1. Ask children to provide examples of goods and services imported and exported by the United States.
2. Ask children whether we import anything our workers produce in this country.

Lesson II - Filmstrip "International Trade" Teaching Resources Films, Bedford Hills, N.Y. 10507

1. Discuss filmstrip - emphasize vocabulary terms - export, import, international trade, and tariff.

Lesson III- Activities

1. Contact a representative from a local bank which deals in foreign exchange. Invite him to explain the mechanics involved in pay- for goods ordered abroad.
2. Contact a local car dealer who deals with a foreign produce to explain the mechanics of importing goods.

MATERIALS

Filmstrip, speakers.

Title: Advertising in the Consumer's World

Developmental Area: Economics

DEVELOPMENT OBJECTIVE

To guide pupils to understand that, in our country, consumers are given a wide choice of products in each category of goods from which to select, and companies use advertising as a means of exposing their products to new and existing consumers.

BEHAVIORAL OBJECTIVE

1. Children will be able to compare the cost of like products from advertisements.
2. Children will be able to list five different methods of advertising.
3. Children will be able to make a comparison chart on three different products.

INTEGRATION

Social Studies, Math, Art and Language.

LESSON

Primary Concept: Social Studies - Children are consumers.

Secondary Concept: Math - Compare products by size and price.

Language - Advertisements and their influence on the consumer.

ACTIVITIES

1. Children will bring to class newspaper and magazine advertisements that interest them.
2. Pupils might try creating captions for ads.
3. Help children compare size and price of like product.
4. Pupils could have a consumer gripe session.
5. Pupils could look up and define words such as; consumer, product, supply, advertise, etc.
6. Children could listen to stories of extremes or change in size. (Ex. Alice in Wonderland, Paul Bunyon, Tom Thumb, etc.)
7. Children could dramatize a radio or TV ad. (Possibly original)
8. Children might accompany their parents to a store and observe how they come to a decision.
9. Make a bulletin board of different products and an appropriate ad.
10. Have children be advertising detectives and find ads that are unfair. (Ex. Everyone loves _____ product.)

MEDIA AND MATERIALS

Newspapers, magazines, dictionary, construction paper, glue or paste.

EVALUATION

This unit went very well. Even the slowest children were interested because this is something they live with daily. Most of the children do not have newspapers or magazines, so I supplied them. Everyone enjoyed dramatizing an ad. Some really got carried away.

The children use a lot of addition and subtraction in comparing advertisements for the best value.

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: SOCIAL STUDIES

TITLES: AIR TRAVEL
COMMUNICATION AND THE TELEPHONE
DIVISION OF LABOR
COMMUNITY WORKERS

WORLD OF WORK

Grade 4

Title: Air Travel

DEVELOPMENTAL OBJECTIVE:

To develop an awareness of air travel as one particular area of the transportation industry.

BEHAVIORAL OBJECTIVES

1. Children will be able to draw an airplane and label five parts.
2. Children will be able to list five people that work with flight services.
3. Children will be able to list four types of freight carried by planes.
4. Children will be able to list three types of planes.

INTEGRATION

Social Studies, Science, Language Arts, Art and Math.

LESSON

Primary Concept: Social Science - Air travel is part of the transportation industry.

Secondary Concept: Science - Weather, Math - Speed and Altitude.

ACTIVITIES

1. Make a bulletin board labeling the parts of an airplane.
2. Show the film - 529-13-4, An Airplane Trip.
3. Field trip to Toledo Express Airport.
4. Take children for a plane ride. (Crow Inc., Toledo Express Airport).
5. Show posters (available in library).
6. Library period to look up materials and books on the subject.
Examples: Helicopters: How They Work by Crowell.
 True Book of Airports and Airplanes by John Lewellen.
 Behind the Scenes at an Airport by David Cooke.
7. Filmstrip - Airports and Airplanes.
8. Make a booklet of different types of planes.

MEDIA AND MATERIALS

Film projector, films, filmstrips, art paper, paint and crayons.

EVALUATION

The 38 children in my class were somewhat interested in the subject matter beforehand. In the beginning I showed the film, An Airplane Trip, to help create interest. This worked well with the boys but I will have to help motivate the girls. I believe this could be accomplished by explaining women now are training for all phases in the aviation industry.

The highlight of the unit was the Crow Flight Services trip. Each child received a ten minute ride. The first time out to the airport the ceiling was too low so the flight was canceled. I feel a trip to the weather station would have helped the children understand the influence of weather on flight.

The children were very excited before the next trip. After each had flown, they asked all kinds of questions.

I feel the trip in the airplane should not culminated the study, but should have ended with a question and answer period at the airport. They need their questions answered by personnel directly associated with the industry.

WORLD OF WORK

Title: Communication and the Telephone

DEVELOPMENTAL OBJECTIVE

To teach children how to use the telephone effectively, and something of the science, history and social significance of communications.

BEHAVIORAL OBJECTIVES

1. Children will be able to alphabetize last names of classmates.
2. Children will be able to make their own class telephone book.
3. Children will be given the opportunity to write or role play telephone conversations.
4. Children will be able to list 5 reasons telephones are useful.

INTEGRATION

Science, Language, Social Science, Spelling and Math.

LESSONS

Primary Concept: Language - Alphabetizing is necessary for effective use of the telephone book.

Secondary Concept: Social Science - The communications of today development through many years.

ACTIVITIES

1. Filmstrips from Ohio Bell.
2. Film from the Phone Co. that is good as either an introduction or review of unit.
3. Poster, also provided from the phone company.
4. Ohio Bell sends a complete kit with telephones so children can practice correct phone operations.
5. Discuss zip codes and area codes.
6. Role play telephone conversations, practicing proper manners.
7. Practice writing telephone numbers carefully.
8. Visit from the Telephone Service Truck-Phone Co. personnel showed and explained the newest equipment. They also explained the many jobs they perform daily.

MEDIA AND MATERIALS

Filmstrip projector, filmstrips, movie projector, movie, Telephone Co. kit.

EVALUATION

This unit proved very rewarding because the whole class became involved in some part of it. The telephone conversations were enjoyed by all and some of them were very clever. The telephone books were valued by the students and very useful to them. They took real pride in making them.

Title: DIVISION OF LABOR
 Grade Level: 4-5-6
 Framework Component: World of Work

DEVELOPMENTAL OBJECTIVE

To develop an awareness and appreciation of the concept of division of labor. (Awareness - Appreciation)

BEHAVIORAL OBJECTIVES

1. Given background information on the division of labor, the pupil will be able to list the divisions of labor within his home, his school, and the community. (Cognitive)
2. Given a writing assignment, the pupil will be able to list at least two advantages of division of labor. (Cognitive-Affective)
3. Given a writing assignment, the pupil will be able to list at least two disadvantages of division of labor. (Affective)
4. Given a work experience, the pupil will be able to demonstrate an understanding of the concept of division of labor. (Affective-Psychomotor)

INTEGRATION

Social Sciences - Interrelationships of men/women (boys/girls) in societies which contribute to the betterment of all.

LESSONS

Primary Concept: The evolution of the concept of division of labor in America.

- Secondary Concepts:
- a. Understanding the contributions of the early craftsmen and artisans to the development of early America.
 - b. Understanding the advantages of division of labor in providing goods and services.
 - c. Understanding what has been sacrificed by the development of the division of labor process of providing goods and services (e.g., many jobs are tedious and unrewarding).

ACTIVITIES

Lesson I - The Evolution of Division of Labor

1. Discuss the early years of America when people were independent of others in providing their own basic goods and services. Discuss reasons for this condition and the advantages and/or disadvantages of same.

Lesson I - Continued

2. By use of MM 119, Division of Labor, trace the evolution of division of labor in America. Discuss why and how this concept of providing goods and services came about and its advantages/disadvantages.

Lesson II - Division of Labor At Sherman School

1. Discuss the various jobs performed by those hired to operate Sherman School; list jobs and names of people performing them. Have pupils do this exercise individually on paper, then consolidate information on the blackboard. Discuss the one-room schoolhouse in which almost all jobs were performed by one person, the teacher, and compare same with Sherman School (read job description of one-room schoolhouse teacher).
2. Take pupils on tour of the food service room when the class goes to the auditorium for lunch. Ask pupils to notice various jobs being performed in order that they may have a hot lunch at school each day.

Lesson III- Getting Things Done In The Classroom

1. Discuss with the class the jobs in a classroom; list jobs on the blackboard (e.g., blackboard cleaners, waste basket emptier, messenger, class officers, bulletin board committee).
2. Discuss method of selecting pupils for specific jobs. Discuss rotation of jobs to give each pupil a variety of job experiences, and discuss advantages/disadvantages of this idea.
3. Organize a committee to develop a bulletin board display based on the theme, Division of Labor. Have the committee evaluate the division of labor involved in preparing the display including advantages/disadvantages, problems encountered, and individual feelings.

MEDIA AND MATERIALS

1. Filmstrip projector.
2. MM 119 (available at Career Education Resource Center).
3. Art supplies: paper, magazines, colored pens, scissors.
4. Reference book: Colonial Craftsmen and the Beginnings of American Industry by Edwin Tunis.

EVALUATION

I was not able to try out this TOCMPAK, but I feel that it could be strengthened by doing the following. 1. Integrate additional subjects including language arts, science, and math, and 2. include more hands-on activities (e.g., have each student make an item such as a coat hanger then show the advantages of division of labor by making the same item by assembly line method.

COMMUNITY WORKERS

Grade 4

World of Work

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the jobs available in a neighborhood.

BEHAVIORAL OBJECTIVES

1. The student will be able to construct at least one occupational building of a community.
2. The student will be able to list at least 10 potential occupations available in a neighborhood.
3. The student will be able to list at least 10 jobs (services) that were necessary to build an occupational building.
4. The student will be able to list at least 5 buildings and explain how they are necessary to a community.

INTEGRATION

Social Studies, Art.

LESSON

Primary Concept: Jobs, Characteristics.

Secondary Concept: Jobs Available in a Neighborhood.

ACTIVITIES

1. Visit the business district in a community. Observe and list jobs that you see and the buildings they are housed in.
2. Have guest speakers from various occupations come into the classroom.
3. Have students select a job from those observed. It is now their responsibility to construct from art materials a model of the building needed to perform that job.
4. Students will view a movie on community planning. Language Arts might be included to allow the student to write interviews with a person in the career field of their choice.
5. The behavioral objective might be expanded to include the different job characteristics.

MEDIA AND MATERIALS

School library for film. Boxes, construction paper, cardboard, scissors, glue. (Career Coordinator.)?

EVALUATION

1. The activities were adequate enough to meet the stated objectives.
2. Visiting a house under construction at various intervals to observe workers on the job or seeing progress made, may be a valuable added activity.
3. The art materials were adequate. Additional materials might include a large piece of plywood to secure the buildings.
4. Language Arts might be included. How?

GRADE LEVEL: FOUR

DEVELOPMENTAL AREA: EMPLOYABILITY AND
WORK ADJUSTMENT SKILLS

INTEGRATION AREA: SOCIAL SCIENCE

TITLE: COOPERATION IS NECESSARY

Title: COOPERATION IS NECESSARY

Grade Level: Grades 4/5/6

Framework Component: Employability and Work Adjustment Skills

Developmental Objective: To develop an understanding of the reciprocal rights of the school community (Awareness - Appreciation)

Behavioral Objectives:

1. Given a discussion period, the pupil will be able to verbalize at least two reasons that rules in a school (or any other community) are necessary. (Cognitive - Affective)
2. Given a discussion period, the pupil will be able to verbalize what he feels are his expectations from the school. (Cognitive - Affective)
3. Given a writing assignment, the pupil will be able to express how he feels when the school does or does not meet his expectations. (Affective)
4. Given a discussion period, the pupil will be able to verbalize what he feels are his rights and responsibilities in the school in relationship to other pupils. (Cognitive - Affective)
5. Given a writing assignment, the pupil will be able to express how he feels when other pupils do not respect his rights. (Affective)

Integration:

SOCIAL SCIENCES - Interrelationships and interpersonal dynamics operating in societies.

Lessons:

Primary Concept: Understanding and appreciating the mutual benefits accruing to people as a result of being able to live together in ordered, peaceful societies.

- Secondary Concepts:
- a. Understanding the tools and social skills which have been evolved by man in his efforts to develop workable societies.
 - b. Understanding the idea of self discipline and sacrifice as it relates to the "give and take" of living in societies - the concept of compromise.
 - c. Understanding the dynamic nature of man's interrelationships and the necessity of adapting to change.

Activities:

Lesson One: No Man Is An Island

1. Discuss the need for men to live together in societies
2. Discuss the need for rules of social behavior and examples of same (e.g., Mayflower Compact, Constitution, traffic
3. Discuss the idea of the school as a society and the need for rules of living together in school.

Lesson Two: What Do You Prefer?

1. By use of role playing by pupils, show what a society (classroom of pupils in this case) with no rules for living together would be like.
2. Discuss procedures for formulating agreement in societies and relate same to the school setting.
3. Have pupils list on the blackboard what they expect from the school and what rules of behavior they feel are necessary in order to realize their expectations. Do this exercise by means of the brainstorming technique; first explain the rules of brainstorming to pupils.

Lesson Three: Getting It Together

1. Form pupils into small groups for the purpose of developing the content for a class handbook by distilling the ideas generated by the brainstorming session of lesson two.
2. Appoint one member of each small group to a committee whose function is to consolidate the ideas of all groups into one list. (Return to class for adoption?)

Lesson Four: Government Of The Pupils, By The Pupils, For The Pupils

1. Invite the school principal to the classroom to work with the teacher and pupils in making final decisions regarding content of the class handbook. Emphasize the concept of compromise in this activity.
2. Appoint pupil committee to work on the various aspects of the finished product (E.g., format, art work, duplicating, etc.)
3. Appoint bulletin board committee to develop a display with a theme relating to the lesson.

Media and Materials:

1. Blackboard
2. Overhead projector
3. Reference Books (examples of agreements such as Mayflower compact, constitution, etc.)
4. Art materials, paper, etc. for developing handbook and bulletin board display

Evaluation: I was not able to try out this TOCMFAK, but I think the most important suggestion regarding its utilization is that it should be taught early in the school year as this is the logical time to develop a class handbook. Also, it should be noted that this unit lends itself to the integration of additional subjects, particularly the language arts.

GRADE LEVEL: FIVE

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES-SCIENCE-MATH

TITLES: LEARNING ABOUT OUR COMMUNITY
LET'S IMPROVE OUR COMMUNITY
ENVIRONMENTAL CONDITIONS AND THE WORKER

Title: LEARNING ABOUT OUR COMMUNITY
 Grade Level: 5
 Area: Individual and his environment

DEVELOPMENTAL OBJECTIVE

To acquaint the students with the sources of occupation within his local community.

BEHAVIORAL OBJECTIVES

1. The student will be able to identify three occupational areas within his local community.
2. The student will be able to indicate the services rendered from each occupational area.
3. The student will be able to list at least three qualifications for each job area.

INTEGRATION

Social Studies

LESSONS

Primary Concept: Many sources of employment exist in local community.

ACTIVITIES

Lesson I

1. Discuss the meaning of community and the different types of communities.
2. Ask students to identify the various types of occupations they are aware of in their community.
3. On a chart or blackboard draw a design of the community and have students locate known places of employment.

Lesson II

1. Students are to add to chart (lesson 1) places of employment not yet listed.
2. In small group discussion the students are to develop a potential list of jobs and job roles and contributions from the list on the chart.
3. Ask each student to prepare three questions on the contribution to the community that they will answer after their visitation to one place of employment of their choice.

Lesson III-

1. Develop a field trip schedule to three major sources of employment.
2. Students are to interview employees as to their job title, job roles, and contributions to the community.

Lesson IV -

1. Each small discussion group will report on the differences of job title, job roles and contributions to the community.

EVALUATION

No information available at this time.

INDIVIDUAL AND ENVIRONMENT

Title: Let's Improve Our Community

DEVELOPMENTAL OBJECTIVES

To develop an awareness and appreciation of what man has done or failed to do to his environment.

To develop a sensitivity that all men are responsible for the improvement of their environment.

BEHAVIORAL OBJECTIVES

1. Given a list of community improvements tell why they were necessary to mankind.
2. Be able to list improvements in environment of classroom.
3. Be able to list and draw pictures of play apparatus for nearby park area to be installed.
4. Be able to list three land and water pollutants. (garbage, paper, glass) (oil, detergent, sewage).
5. To be able to state problems that pollute school area (glass, rocks, paper, boxes).

INTEGRATION

Ecology unit in Science, Art, and Social Science

LESSON

Primary Concept: To understand that ecology is controlled and environment is conserved and improved only through the efforts of man and that this is accomplished through Science.

Secondary Concept: Through pencil or charcoal drawings illustrate playground apparatus and ways to improve and beautify the environment.

ACTIVITIES

1. Watch and discuss FS--It's Your Environment--Side 4 Career Ed.
2. Write and complete open-end sentences such as:
 - a. My environment is _____.
 - b. Somethings I like about my environment _____.
 - c. Somethings I don't like about my environment _____.
 - d. Things I can do to change my environment are _____.
3. To take a walk around school area to see what needs to be improved.
4. Plant flowers and clean up.

ACTIVITIES - Continued

5. To volunteer as class project to clean up room and school yard and playground in assigned teams.
6. Draw pictures of how they imagine environment would look when improved.
7. Watch and discuss audio-visual media on Ecology.

MEDIA AND MATERIALS

- | | |
|-------|---|
| F--41 | What Ecologists Do
Level: 1-9 |
| FS-9 | Urban Ecology
Six Microsystems
A Vacant Lot
A Park
A Paved School Yard |
| FS-11 | Name: Conservation of Our Resources
Level: Grades 4-9
This Land of Ours
The Need for Conservation |
| FS-13 | Name: Workers for the Public Welfare
Level: K-6
Sanitation and Sanitation Workers
Recreation, Park and Playground Workers |
| MM-3 | Name: Don't Just Stand There--Do Something
Level: Grades 4-9
Air Pollution
Land Pollution
Water Pollution
Fighting Pollution |
- All obtained through Career Ed. Center
Pencils, charcoal, art paper.

EVALUATION

1. Papers on open-end sentences.
2. Participation in discussions.
3. Results of participation in clean-up projects for school environment.
4. Pictures of playground apparatus and ways to improve the environment.

Title: Environmental Conditions and the Worker
 Grade Level: 5
 Development Area: Man and His Environment

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the impact of environmental conditions on work performance.

BEHAVIORAL OBJECTIVES

1. Children will understand and be able to demonstrate the use of devices that measure:
 - a. temperature
 - b. humidity
 - c. sound
 - d. light
 - e. time
2. Students will complete two time studies, one at school and the other at a job site.

INTEGRATION

Science
 Math

LESSON

Primary concept: Science - Understanding what is meant by the terms:

- a. temperature
- b. humidity
- c. sound
- d. light
- e. times

Secondary concept: Science - Being able to use measurement devices and properly report the results.

Primary concept: Math - Understanding the use of graphs to report test data.

Secondary concept: Math - Understanding of ratio.

ACTIVITIES

1. Tour a manufacturing plant.
2. Make use of a speaker who is able to explain the various jobs in a plant.
3. Take photographs of various workers to be researched.
4. Make measurements in the plant of: temp., humidity, sound, light.

ACTIVITIES - continued

5. Do a time study of a simple job observed in a plant.
6. Role play a man working in a good environmental setting vs. a fellow working in extreme heat, humidity, and sound.
7. Make a bulletin board that cites all of the safety features of one job.
8. Provide the class with a checklist when they make a plant tour. Have them analyze working conditions by checking which feature is most applicable. (e.g., check list for plant tour)
Are working conditions here:
 safe vs. dangerous
 clean vs. dirty
 quiet vs. loud
 comfortable temp. vs. uncomfortable temp.
 adequate light vs. poor light
 slow pace vs. fast pace
 little supervision vs. much supervision

MATERIALS

1. Apparatus to measure: light, humidity, sound, temperature, and time.
2. Camera and film.
3. Package graph paper.
4. Printed student checklists.
5. Bulletin board materials.

EVALUATION

The most difficult feature of this unit is having enough instrumentation so that a significant number of boys and girls can participate.

Grade Level: Five

Developmental Area: Self

Integration Area: Social Studies

Title: Justice in Society

Title: Justice in Society

Developmental Area: Self

DEVELOPMENTAL OBJECTIVE:

To develop an awareness that the government sets goals for society (i.g., full employment, justice, etc.,)

To develop an awareness of inequities and bring out the feelings of students about them.

BEHAVIORAL OBJECTIVES:

1. Given a list of fair and unfair practices, cheating, property right, free speech, both sides, the child will try to list why they are so.
2. Given a list of law or justice departmental professions such as lawyers, judges, bailif, policemen, etc. child will tell why their job is important to community.

INTEGRATION:

Section on government in Social Science

Language Arts

Art

LESSON

JUSTICE

PRIMARY CONCEPT:

To experience concrete examples of the three forms of government studied in Social Science, and to realize the importance of oral and written communication, role playing, vocabulary and spelling studied in Language Arts.

SECONDARY CONCEPT:

To understand how various artistic media such as newspapers, pictures, films, packets, and magazines illustrate show expression of justice.

ACTIVITIES:

1. Present to class Unit from Focus on Self--Justice - page 144. Discuss The Case of the Westcross Four, (record side 8).
2. Allow children to hold mock trial about some problem in school, to select their own jury, judge, lawyers, bailif, and recorder.
3. Write a set of questions of things they would like to learn from field trip to Safety Bldg.

4. Discuss terms such as:

cheating	rights	fairness
unjust and just decisions	integrity	
5. Visit the Safety Bldg. and interview workers or guide.
6. Write letters of "Thank You"
7. Evaluate trip by discussing things learned.
8. Show and discuss audio-visual media from Career Education Center. (listed under media and materials)

MEDIA AND MATERIALS

SRA FOCUS on SELF---Unit on Justice - page 144

FILMSTRIP #13 -- Name: WORKERS FOR THE PUBLIC WELFARE
 Level: K-6
 Strip: Police and Police Protection

SRA - Our Working World - CITIES - Problems book page 46

FILMSTRIP #19 -- Name: BIG CITY - U.S.A.
 Level: K-6
 Strip: Police Protection in Big City

MM #27 Name: GUIDANCE FOR YOUNG PEOPLE
 Level: Grades 4-9
 Strip: Compass (Habit of lying)
 The Golden Rule (new friends)
 Squaring yourself (stealing)
 An acted lie (lying)

Paper and pens for terms and letter writing

EVALUATION:

1. Pictures for bulletin boards
2. Papers about terms.
3. Roll playing court or mock trial.
4. Interview questions for Safety Bldg.
5. Letters of "Thank You"
6. Open end sentences such as following:
 1. I think justice means _____
 2. The way I feel about justice is _____
 3. Some things I think are unfair are _____
 4. One cause of unfairness is _____
7. Evaluation paper on child's opinion and what they learned about the unit.

GRADE LEVEL: FIVE

DEVELOPMENTAL AREA: DECISION MAKING

INTEGRATION AREA: LANGUAGE ARTS

TITLE: LEARNING TO MAKE GOOD DECISIONS

DECISION MAKING

Title: Learning to Make Good Decisions

DEVELOPMENTAL OBJECTIVE

To help the child better understand the process of making choices of decisions and encourage all options open to him before making a decision.

BEHAVIORAL OBJECTIVES

1. When given a list of required abilities can use this list to nominate candidates and state qualifications.
2. When given list of wrong and right choices are able to pick best choice in certain situations.
3. When given list of groceries are able to make wisest choice according to need, quality, quantity, and price.
4. When given list of prices can mathematically figure the rise or inflationary affects upon the consumer.

INTEGRATION

Subject area matter as base for unit is Language Arts--Math and Art.

LESSON "DECISIONS-DECISIONS"

Primary Concept: To provide concrete learning experience in math by allowing children to shop for grocery list at super-market. Concluding that decision-making is involved in all areas of life and we try to make the best choice.

Secondary Concept: Child will understand that through Language Arts oral and written expression allows him, after collecting information, to examine consequences of alternatives and make best choices possible.
Role-playing can show transactions between people.

ACTIVITIES

1. Write out abilities best suited for offices and responsibilities in classroom.
2. Nominate and choose best qualified students for office.
3. Discuss and write out responsibilities and abilities of safety guards.
4. Pick or elect qualified safety guards.

ACTIVITIES - Continued

5. Interview principal and find out some of her decisions and how they affect her life and others.
6. Interview librarian and find out how she selects books, reference, and visual material.
7. Make board on prices and changes due to inflation.
8. Prepare list of groceries for shopping at supermarket.
9. Make a list of ways for spending treasury money from class club.

MEDIA AND MATERIALS

- | | | |
|----|-----|---|
| FS | 21 | Name: MONEY MANAGEMENT INSTITUTE
Level: Grades 4-6 |
| FS | 18 | Name: LITTLE TOWN U.S.A.
Level: Grades K-6 |
| MM | 8 | Name: MANAGING THE FAMILY'S AFFAIRS
Level: Grades 4-9 |
| MM | 30 | Name: LET THE BUYER BEWARE
Level: Grades 4-9 |
| MM | 27 | Name: GUIDANCE FOR YOUNG PEOPLE
Level: Grades 4-9
FS--RELIABILITY ZERO (Dependability) |
| MM | 120 | Name: SUPPLY AND DEMAND
Level: Grades 4-6
Home
School
Community
(above available at Career Ed. Center) |
- Paper and pencils, pictures of food articles and prices, grocery list.

EVALUATION

1. Written papers on qualifications and abilities for office.
2. Results of nomination and elections.
3. Interview questions for principal and librarian.
4. Bulletin board on choice of food prices and products.
5. Budget prepared for grocery shopping.
6. Papers on what was learned from unit.

GRADE LEVEL: FIVE

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: LANGUAGE ARTS

TITLE: WORKERS ON THE RAILROAD

WORLD OF WORK

Title: Workers on the Railroad

DEVELOPMENTAL OBJECTIVE

To develop an awareness and appreciation of jobs and functions connected with railroads.

BEHAVIORAL OBJECTIVES

1. Given a list of railroad occupations the child will discuss why each is important to the community.
2. Given a list of duties of the railroad employees will be able to tell how they are related and show interaction.
3. Write how these are important to his community and family.
4. Given an idea that a desired job no longer exists what are the possible effects on him as a person.

INTEGRATION

Language Arts and Social Science are the subjects used as the base for this unit.

LESSON - "WORKERS ON THE RAILROAD"

Primary Concept: To provide concrete experience which result in reflective observation connecting railroads with the Transportation and Communication unit of Social Science.

Secondary Concept: To experience through Language Arts the story The Day the Wheels Stopped. Also to do research about parents attitudes toward city railroad transportation. Art can be incorporated by display showing changes in railroad functions.

ACTIVITIES

1. Divide class into groups for discussion of the various jobs and functions of the railroads and their importance to the community.
2. Prepare a list of questions for interview of a possible railroad employee.
3. Visit the Detroit Shoreline Railroad and observe some of the jobs and functions.
4. Write letters of "Thank You" to the railroad guides.
5. Evaluate and discuss job forms and work-order forms concerning various functions of the railroad.

MEDIA AND MATERIALS

MM 122 Name: DISTRIBUTION OF GOODS
Level: Grades 4-6

MM 135 Name: TRANSPORTATION SERIES *AIR, LAND, WATER
Level: Grades 4-6

MM 136 Name: COMMUNITY SERIES - HELPERS AND SERVICES
Level: Grades 4-6

MM 181 Name: TRANSPORTATION TODAY
Level: Grades 4-9
(above obtained from Career Ed. Center)

Permission slips for trip, pencils and paper for interview, work order forms obtained from trip.

Cassettes on Transportation.

Books from library (The Great Iron Rail--Howard, West)

Magazines and newspapers for pictures.

EVALUATION

1. Letters of "Thanks".
2. Pictures of functions and engines.
3. Research papers.
4. Oral discussion questions:
 1. Why do we need this type of occupation and transportation?
 2. How does a breakdown affect the community?
 3. How did visiting and seeing various job functions affect you?

GRADE LEVEL: FIVE

DEVELOPMENTAL AREA: EMPLOYABILITY & WORK ADJ. SKILLS

INTEGRATION AREA: LANGUAGE ARTS

TITLES: HOW TO PREPARE A LUNCHEON BASED ON USING SOUND
NUTRITIONAL CONCEPTS
LEARNING WORK SKILLS IN THE CLASSROOM

Title: HOW TO PREPARE A LUNCHEON BASED ON USING SOUND NUTRITIONAL CONCEPTS
Grade Level: 5th & 6th
Framework Component: Employability & work adjustment skills

DEVELOPMENTAL OBJECTIVE

To develop an appreciation for the planning, preparation, and follow-up needed to organize a meal for 70-80 people.

BEHAVIORAL OBJECTIVES

Given the task of planning a luncheon for 70-80 people, the class should be able through group work to plan and execute the meal, learning about the many tasks and careers involved in food service work, and appreciating the amount of work, skill, and patience required to make a successful luncheon. Psychomotor.

Given the task of learning about nutrition from nutrition handbooks, each student should be able to contribute verbally at least one food item from each of the basic nutritional areas, and should be able to apply this knowledge to his/her eating habits.

INTEGRATION

Science and Language Arts.

LESSONS

Primary Concept: To actually have the students in a scientific manner learn about as many food-related careers as they can understand in relation to the total organization needed to arrange the class luncheon.

Secondary Concept: To have the interested students learn what is meant by good nutrition and to be able to apply proper nutritional concepts to alter (where necessary) the students' dietary habits.

ACTIVITIES

1. To have the students read and understand in class a nutrition-related handbook.
2. To have the students who are interested select food service workers in occupations that are of interest to the students and have the students either individually or in small groups arrange and then conduct well-organized interviews to learn what is needed to make these jobs into a career(s).
3. Each student must be able to plan on paper one well-balanced meal.
4. Each student is to write invitations to his/her parents; those students with superior penmanship and true interest could write invitations to the guests.

MEDIA AND MATERIALS

1. Class number of the nutrition handbooks: Food and Fitness (A report by the Blue Cross), Volume 24, Number 1.
2. Inexpensive tape recorders for the interviews.
3. Writing paper and envelopes for the invitations.
4. Student-prepare menus.

EVALUATION

Most of the students accurately prepared on paper their meals based on the four nutritional groups. The majority of the class participated enthusiastically in all the tasks assigned for the banquet, plus assuming unassigned work. Several guests commented on how neatly written the invitations were, plus how hard all the students seemed to be working.

After talking with the parent helpers, it was decided that fried chicken, the main course, would not be used for the next banquet since 1) nobody enjoys eating partly cooked chicken and 2) it is difficult for children to prepare. I recommended that a student sub-committee be chosen to engage in food and condiment comparison buying to obtain a more realistic view of rising food costs.

A second recommendation was to have the students learn about a career as a waitress. The students could sew their own simple waiters' and waitress' outfits with the assistance of high school students visiting the classroom or via a video-tape replay of high school home economics sewing classes.

The materials and media were quite effectively used, especially the nutrition handbooks which were often referred to by the students when they had questions. The Point Place Herald, a regional newspaper, carried several articles related to the food unit; parental response to dittoed requests and information sheets sent home with the students was quite favorable, judged by the number of people who offered to assist the class and the teacher.

The student-made waiter and waitress outfits would have added much to the students' understanding of a seamstress' career besides adding to the students' luncheon appearance.

EMPLOYABILITY AND WORK ADJUSTMENT SKILLS

Title: Learning Work Skills in the Classroom

DEVELOPMENTAL OBJECTIVE

1. To develop an appreciation and awareness that school tasks are the beginning of work in life.
2. Studies are work. These are build ups to jobs or occupations later in life.
3. Why people work.

BEHAVIORAL OBJECTIVES

1. Given a list of possible reasons why tasks in school have to be done, child will list five ways it is essential to all individuals.
(Interaction)
2. Given a list of school positions such as secretary, maintenance, principal, custodian, teacher, the child will discuss how each is essential to the community.
3. Given the opportunity child will interview principal and secretary upon request to visit room to discuss essentials and how they affect others.
4. Given a job application child will fill out to apply for any task he desires on the job list for classroom.
5. Given a contract for learning, child will contract to do a certain amount of work according to ability and learning style.

INTEGRATION

Language Arts - Art - Social Science

LESSON- OCCUPATIONS THROUGH U.S. SCHOOLS

Primary Concept: To understand the importance of following directions and sentence structure for filling out job applications and interviews learned through Language Arts.

To understand the artistic term collage by creating an art bulletin of various job categories.

Secondary Concept: To understand how concrete school tasks and responsibilities relate to the many types of jobs and professions studied in Social Science.

ACTIVITIES

1. Discuss ways in which work of the school is essential to the individual and community.
2. Make a collage of the various types of jobs by cutting out pictures from magazines and assembling for a bulletin board.
3. Discuss tasks of class room needed to be done and the importance and relationship of importance to others.
4. Listen to lectures of secretary and principal on the importance and responsibilities of their jobs.
5. Fill out job application for task in room that he desires.
6. Interview with teacher or class president for the task.
7. To accept job contract to start work for given period of time.

MEDIA AND MATERIALS

FS 14 Name: OUR NEIGHBORHOOD WORKERS
Level: Grades K-6

FS 15 Name: SOME NEIGHBORHOOD HELPERS
Level: Grades K-6

MM 20 Name: FINDING YOUR JOB
(Obtained from Career Ed. Center)

Construction paper
Pins and pictures (from magazines)
Paper and pencils for interview
Job application forms
Job contract forms

EVALUATION

1. Written papers.
2. Oral talks.
3. Collage construction of bulletin.
4. Job applications completed.
5. Type of questions for interview.
6. Interviews for jobs.
7. Contracts for learning.

GRADE LEVEL: SIX

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES - SCIENCE

TITLES: ESSENTIALS FOR SURVIVAL ON SPACESHIP EARTH
INTERPERSONAL RELATIONSHIPS - FAMILY

Title: ESSENTIALS FOR SURVIVAL ON SPACESHIP EARTH

Grade Level: 6th

Framework Component: The Individual and His Environment

DEVELOPMENTAL OBJECTIVE

To develop an awareness and appreciation of the necessities for survival: air, water, food, and living space, and to develop an ecological attitude toward preserving and conserving these essentials necessary for human survival.

BEHAVIORAL OBJECTIVES

1. Given a closed environment situation such as a spacecraft, the student should be able to work out possible solutions to problems of allotment of air, water, food, and living space necessary to support the human beings on board.
2. Given an emergency situation where air, food, water, and living space are very limited and at a premium, the student would exhibit considerable knowledge of what kinds of planning and procedure would be effective in order to provide minimal survival for human beings.
3. The student should have a good understanding of the similarity between the closed environment of a spaceship and our own planet Earth in that the amounts of natural resources on our planet are limited, can be used up, and must be preserved to insure human survival in the future.
4. The student should become more aware of how such survival basics as air, water, food, and living space must be preserved and conserved on our planet Earth by careful planning and use so that they will be available in the future for human consumption.
5. After the activities of the unit, the student should be aware of the problem of over-population which in the end could defeat all careful planning and conservation of our natural resources on planet Earth, and some of the steps that are being taken to control the population.
6. Upon completion of the unit, the student should be able to list some ways the basic necessities for human survival can be conserved and hopefully, he may be motivated to take part in any way that he is able.

INTEGRATION

Science and some Social Science

LESSONS

Primary Concept: William P. Stapp's Concept of "Spaceship Earth" that the entire Toledo Public School's Environmental Education Model is based on:

"Our planet earth is like a spaceship traveling through outer space. It has only a limited supply of air, water, food production capabilities, and living space available. These resources must be used carefully and not wasted, so that they are available to be used over and over again in order to continue to support the life on the Earth."

Secondary Concept: If the human population becomes too large, the limited resources of Spaceship Earth will not be able to adequately supply the people with their basic needs of air, water, food, and living space.

ACTIVITIES

1. Play game, Rescue in Space, according to directions included in kit available to each school in Toledo Public Schools.
2. Use chart or model of Spaceship Earth and center class discussion on the similarities between the spaceship in the game and our own planet.
3. With class in same four groups used in the game concerning themselves with air, water, food, and living space, hold group discussions to make a list of possible solutions to the problems of conserving these things on our planet Earth. After group discussions, each group reports to the whole class on their conclusions and general discussion with question and answer follow-up ensues.
4. Using activity outlined in direction booklet of game, Rescue in Space, simulate population growth since man has inhabited Earth. (Outline circle on floor with roving, start with 4 students and double as you place a chart on the board showing years passing. Continue to present census figure with students very crowded into the circle.)
5. Guide class discussion of over-population and its possible consequences to the survival of man. Keep discussion open-ended and, hopefully, don't get too involved in birth control methods, arguments about abortion, mercy killing, or the prolonging of life in the aged.
6. Assign students to list what they think are some of the solutions they think should be adopted in order to deal with the problems discussed in this unit. Discuss possible solutions.
7. Show movie, "The Ark", and discuss its implications for the future unless we start planning now. (The movie shows a time in the future when the environment is seriously polluted, people must wear oxygen masks, plant and animal life is almost gone, and people are reduced to their baser instincts for survival.)

MEDIA AND MATERIALS

1. Coca-Cola Ecology Game Kit located in every school in Toledo Public Schools, also available through the environmental Education Office; T.P.S. Includes Direction Booklet for game, Rescue in Space, a wall chart of the interior of the spacecraft, 4 cards of information for the Ground Control Units concerning air, water, food, and living space and two on each subject for the 8 astronauts involved in the game. Also included, roving for population demonstration and detailed direction for its use. (Also included in the kit is another invaluable game, Make Your Own World, which is excellent and very appropriate for 6th grade use. Be sure and use it sometime during the year.)
2. Movie, "The Ark", available on request from the Environmental Education office, T.P.S.
3. Also helpful, but not essential, a copy of William P. Stapp's Environmental Education Model, Spaceship Earth, available through the Environmental Education Office, T.P.S.
4. Chart or blackboard representation of Stapp's Spaceship Earth Theory. This is helpful and can be obtained from #3 listing or from the Environmental Education Office or your Environmental Education Counselor.
5. Paper and pencil for each student.

EVALUATION

The activities in this unit extended for a period of over a week, using one or two periods per day. The activities accomplished the stated objectives quite well, and students entered into the activities and seemed to enjoy them, as well as being stimulated to express themselves to the problems that confronted them. This unit could easily be expanded or incorporated into a more extensive unit on the environment and problems related to it.

If time permitted, I would have taken one of the solutions to the problems discussed and helped the students to implement it in the school or community. Some possible suggestions for implementation would be: litter clean-up campaign, recycling activities, school site development, or any that the students see a need for in the school or community. A walking tour of the community by the class is a good way to start the students thinking of things they can do to improve their environment.

Title: INTERPERSONAL RELATIONSHIPS - FAMILY
 Grade Level: 6th
 Framework Component: Individual and Environment

DEVELOPMENTAL OBJECTIVE

Because of his needs as a social being, each student will come to a better understanding of his interpersonal relationships with his family.

BEHAVIORAL OBJECTIVES

1. Each student will be able to exhibit in his behavior the practice of self-discipline as discussed with the teacher in a classroom discussion and which can be observed by the teacher.
2. Explain in a brief paragraph how the students attitudes toward his family affect the development of his personality and discuss his paragraphy with a small group.
3. The student will be able to compose a brief essay presenting two ways in which TV families are unrealistic and discuss them with his group.
4. The student will be able to summarize one reason and discuss in his class group why it is important that he learns to respect the feelings of each member of his family.
5. The student will be able to role-play in a small group one situation depicting the management of a specific emotion in a family group and discuss.
6. List three activities the student can do in his home to let his parents know he needs to do some things for himself and interact with his small group.
7. Discuss in a class group at least one example of how we see other's mistakes and how we should react to mistakes of others, e.g., parents.

INTEGRATION

Language Arts, Social Studies

LESSONS

Primary Concept: Relationship with family.

Secondary Concept: Family environment.

ACTIVITIES

1. Discuss and practice an example of self-discipline as suggested by the teacher or the student.
2. Watch one TV program on family life. Discuss the program as directed by the teacher.
3. Prepare a role-playing situation depicting an emotion within a family and how it was handled.
4. Have on the board statements such as: "Security at home is _____" and "Happiness is security in _____."
5. Write with a small group two resolutions of a teacher-presented parent-child conflict: one arrived at with reason and the other with peer pressure and present to the class group for evaluation of the best method of resolving each conflict.

MEDIA AND MATERIALS

For this unit, most of the information will be gathered directly from the student.

EVALUATION

Be sure the students fully understand the reason for presenting this unit.

Grade Level: Six

Developmental Area: Self

Integration Area: Language Arts

Titles: My Very Own Poster
Self Concept

Title: MY VERY OWN POSTER

Grade Level: 6th Grade (or almost any age student)

Framework Component: Self

DEVELOPMENT OBJECTIVE:

To foster a more positive self-concept on the part of each student.

Level: Awareness

BEHAVIORAL OBJECTIVES:

1. The student shall be able to construct the poster following the dittoes model, laying out the composition, sketching in the different areas required, doing the needed lettering in a manner pleasing to himself and intelligible to others.
2. The student shall examine himself to ascertain what he wants to picture in the areas of "Things I like to do best", "Things I don't like to do", and "My favorite things."
3. The student shall compose sentences to express his ideas to anyone who reads them in the areas under the areas for the "I wish" and "My pet".
4. The student shall be able to weigh and measure himself.
5. The student should become more aware of himself as an individual as a result of this activity and will become better acquainted with his peers by examining their posters.

INTEGRATION:

Primary-Art, Secondary-Language Arts, Auxiliary-Math

LESSON

Primary Concept: The artistic techniques involved in the production of the poster: lay-out, composition, sketching, drawing, lettering, choosing, cutting, and pasting magazine pictures in a montage arrangement--All of this culminating in an artistic product pleasing to the student and intelligible to the observer.

Secondary Concept: I am a worthwhile person. I have a right to my likes, dislikes, my dreams, and my favorite possessions. Others are like me in some ways, different in others, but I am "OK" and I am accepted for what I am.

Activities:

1. Pass out the ditto copy of model poster contained in this pak. Discuss with the class the different areas and what kind of information they will have to gather to fill the areas as required. Promote individuality, creativeness, and truthfulness about one's self in this project as you discuss the make-up of the poster information with the class.
2. Divide the class into four groups which will rotate in four different activities the first day. The activities are: Measuring their height (students take turns measuring each other), weighing themselves, writing out lists of my favorite things, things I like to do best, and things I don't like to do, and taking of informal snap-shots. The teacher sets up the other three groups instructing them to all end up working on their lists when their heights and weights are recorded. The teacher directs the snapshot taking group allowing them to choose where and how they want their pictures taken. The teacher takes most snapshots, but lets those who want to, to take their friend's picture. As each group finishes their picture-taking, they return to the above rotation and everyone ends up working on the lists.
3. Class discussion of how lists can be implemented by cutting out pictures from magazines, arranging them in a pleasing montage presentation and then gluing them on, by drawing them directly on the poster, or by drawing them on other paper and cutting them out and gluing them on the poster. (Most students decide to look for pictures in the magazines available in the room and at home, and use the montage method.)
4. Next day in Language Arts class the students compose sentences to fill in areas under "I wish" on the poster. Discussion centered on the fact that this area is very individual and can be treated as a complaint about things the student is unhappy with, would like to have changed, or it can be a statement of dreams, fantasies, and plans for the future. They also compose two or three sentences for the pet section. If they have no pet, they make-up sentences about a pet they would like to have.
5. After all data is pretty well gathered and decided upon, the student receives the poster paper and begins sketching in light pencil.
6. Students work on individual posters proceeding individually, using their own data, snapshots, pictures, compositions, and artistic talents to finish the product. The teacher helps when called upon, never criticizes, offering suggestions only when they seem appropriate for the individual student. (It is very important here that each child feel accepted and his work and personal facts on the poster be deemed of worth and acceptable to everyone, regardless of the content or artistic merit of the poster).

My Very Own Poster

79

Family

(Draw your family here)

ALL
ABOUT
ME

Me

(Draw your picture or paste a photo here)

A Few of my Favorite Things...

Wish _____

Wish _____

And I wish _____

(Paste pictures cut from magazines or draw pictures here)

My name is _____

_____ I am

_____ Tall and I weigh

_____ My favorite color is _____

_____ I am _____ years old. My best friend is _____

_____ My pet is _____

Things I Like To Do Best...

(Paste pictures cut from magazines or draw pictures here)

Things I Don't Like To Do...

(Paste pictures cut from magazines or draw pictures here)

7. Students display posters in the classroom and informally discuss each other's poster for a short period of time. Very soon, the student takes his poster home.

Materials:

1. Ditto copy of the model poster contained in this pak for each student.
2. Camera with flash attachment, if possible. (This item can be eliminated and students could use school pictures, snapshots they bring in, or they could draw themselves in this area. I used the snapshots taken at school by their classmates which I highly recommend, if it is at all possible).
3. Heavy white paper cut to poster size preferably at least 24" x 36" or larger
4. Magazines, scissors, and glue.
5. Pencils and notebook paper for lists and composition.
6. Art supplies according to need: pencils, rulers, magic markers, colored pencils, crayons, paints.
7. Scale available for weighing each child. Yardstick or other method for measuring height.

EVALUATION:

The activity met the stated objectives very well. All students completed a poster in some manner. Many of them didn't look much like the model, but they were surely all individual and very creative. The biggest problem is to foster the individualness of the poster and to encourage students to accept each other's choices and not to make fun of anyone else's. This took a lot of discussion and was not entirely successful in some instances. When time permits, I would use this activity as culmination of an extensive unit on values clarification where the student had many other activities of a self-analyzing nature so that he felt more at home expressing himself before the group in this intimate fashion. (These students certainly knew each other well after a year in a self-contained classroom including a week at Camp Storer where we slept, ate, and lived together, but still this proved to be a little different and some felt uncomfortable revealing their innermost selves).

(Note: Credit to "The Good Apple" Newspaper from which I originally got this idea.)

Title: Self Concept

Grade Level: Grade 6

Framework Concept: Self

DEVELOPMENTAL OBJECTIVE:

To develop an awareness and appreciation of your own self-concept in relation to vocational roles.

BEHAVIORAL OBJECTIVES:

1. The student will be able to role-play in a small group one example of a happy feeling the student had and relate its effects in helping one to think well of self and be accepted by one's peers.
2. The student will be able to discuss in a small group a specific success earned by that student and relate how it helps him to feel secure.
3. The student will be able to discuss in a small group a specific example of insecurity and select a method of controlling these feelings of insecurity.
4. The student will be able to list his daily successes for one week and describe how one of his successes helped to build a positive attitude toward himself.
5. The student will be able to construct a mobile that presents in symbols his various strengths.
6. The student will be able to list at least 3 possible jobs from the want-ads and relate the school subjects and some values needed for that job.

INTEGRATION

Language Arts, Social Studies, Art.

LESSON

Primary Concept: Formation of a positive self-concept.

Secondary Concept: Positive self-concept aids in vocational studies.

Activities:

1. Role-play with a small group the expression of one happy feeling.
2. Have the class, together, write a story of how people are more secure in a group.
3. Discuss, in a small group, ways in which students of comparable age could help others build a feeling of success.
4. Construct, in a small group, a collage of magazine pictures that depict the strengths of those in your group. Select an appropriate title.
5. Discuss and relate specific personal strengths that could be associated with a possible job, write this in an autobiographical essay.

INTEGRATION

Language Arts, Social Studies, Art

LESSON

Primary Concept; Self-concept

Secondary Concept; Peer's view of your self-concept
Your personal view of job potential

MEDIA AND MATERIALS

Student made materials and media, newspaper, general art materials.

EVALUATION

1. Be careful of the groups you put each child in. Be sure they are compatible with one another.
2. Ask children to "brainstorm" ideas for continuation of the unit.

GRADE LEVEL: SIX

DEVELOPMENTAL AREA: EDUCATION AND TRAINING

INTEGRATION AREA: SOCIAL STUDIES

TITLES: SIXTH GRADERS LEARNING THE REQUIREMENTS
NEEDED TO BECOME A POLITICIAN
DEVELOPMENT OF THE INTELLECT
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT
TELEVISION AND WERE AFRAID TO ASK

Title: SIXTH GRADERS LEARNING THE REQUIREMENTS NEEDED TO BECOME A POLITICIAN
 Grade Level: 6
 Framework Component: Education and training

DEVELOPMENTAL OBJECTIVES

To have each student learn from listening to and asking questions of (a) politician(s) exactly what a person interested in politics as a career must do to become a politician. Awareness and appreciation.

BEHAVIORAL OBJECTIVES

Given the task of participating in a mock classroom election, each student will learn to appreciate the vast amount of working, organizing, and planning required to successfully conduct a real political election.

Given the task of listening to (a) candidate(s) for an elective position speak to the class, each student will (hopefully) understand the tremendous differences among the candidate(s).

INTEGRATION

Social Studies

LESSON

Primary Concept: To have the students understand through first-hand contact with (a) politician(s), the rigorous requirements every person must meet to become a true politician.

Secondary Concept: To have the students able to conduct a successful election campaign.

To have the students be exposed to and learn about the way the voting machines are operated.

ACTIVITIES

1. To have (a) politician(s) visit the school and to have the politician(s) talk with the students concerning politics as a potential career. The students are to have prepared relevant questions to ask the individual(s).
2. To borrow from the Lucas County Board of Elections a voting machine model that can be used by the students to understand the mechanics of the voting machines.
3. To have each student take an active part in a mock classroom election.

MEDIA AND MATERIALS

1. One voting machine model borrowed from the Lucas County Board of Elections for classroom use.

MEDIA AND MATERIALS - Continued

2. Ohio Bell Telephone's conference phone set-up to be used with no more than one class at a time to talk and to listen to (a) political candidate(s) and/or commentator(s) who live(s) too far away to actually visit the class. (Future use).
3. Art supplies (thin cardboard, felt marking pens, crayons, rulers, scissors, plus any other materials as seen to be necessary by the participants) for constructing campaign posters.
4. Video-tape recorder and play-back machine to record the students' mock campaign speeches in order to help the students improve their presentations. This equipment can also be used to tape the politicians' speeches for use by individuals and/or classes.

EVALUATION

1. The politicians must be made fully aware that their talks can not in any way be considered political. One mayoral candidate brought campaign material to be given to the students, an action which the principal, the teacher, and I felt was wrong.
2. Parents were notified by a dittoed sheet that they were most welcome to attend the politicians' speeches, but only to learn how their children interacted with the speakers, not to attend as participants.
3. A possible follow-up to the politicians' speeches and to the mock campaign would be to have each truly interested student be responsible for keeping track of his/her candidate's actions through clipping newspaper articles, watching and listening to the candidate on television and/or radio, and expressing this interest to the class. This would be a good way to involve Language Arts in the unit study.

DEVELOPMENT OF THE INTELLECT

Grade 6

Education and Training

DEVELOPMENTAL OBJECTIVE

The student will try to develop all he is capable of doing through the process of education.

BEHAVIORAL OBJECTIVES

1. The student should be able to define his own personal attitude toward school and identify the causes of any negative behavior.
2. The student will be able to discuss in a small group at least three steps to use in preparing for a test and formulate a checklist (acquiring more steps from other students) to evaluate his performance on the next major test he takes.
3. The student will be able to illustrate and explain, in a notebook, his individual differences in abilities, interests, attitudes, and values.
4. The student will be able to summarize in his notebook those items in Behavioral Objective No. 3 that can be changed by him and those which cannot be change by him and discuss these in a small group.
5. The student will be able to select a value important to him and discuss with his small group why a career choice is in agreement with this value.
6. The student will be able to discuss in a small group three specific places and occasions where good manners are important.

INTEGRATION

Social Studies, Language Arts.

LESSON

Primary Concept: Development of the intellect

Secondary Concepts: Development of study skills
Attitude toward work
Personality for work

ACTIVITIES

1. Develop an "attitude toward school" scale. Combine your scale with other student's scales and compare.
2. Rate yourself on your scale and other's scales.
3. Discuss some techniques used to help take tests. Explain the importance of these tests.

ACTIVITIES - Continued

4. Discuss differences in abilities, interests, attitudes, and values. List on the board (1) areas in which individual differences are helpful. (2) Areas in which similarities are helpful.
5. In the notebook:
 - a. make a list of traits that you think best describe you.
 - b. Divide the list into those which can be changed and those which cannot be changed.
 - c. Separate the list of factors which can be changed and those which cannot be changed.
6. Discuss how values are important in career choices. List class values and continue an open discussion on the subject.
7. Dramatize places and occasions where good manners should be applied.

MEDIA AND MATERIALS

All student-made.

EVALUATION

1. Be sure class is in proper atmosphere to do this series of activities.
2. Do not be critical of student gathered ideas and values.

Title: EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT TELEVISION AND
WERE AFRAID TO ASK

Grade Level: 6th grade

Framework Component: Education and Training

DEVELOPMENTAL OBJECTIVE

To develop a better understanding, awareness, and appreciation of the media of television beyond just its entertainment value. To motivate students to improve their skills in reading and written and oral expression.

BEHAVIORAL OBJECTIVES

1. The student shall be able to express his ideas clearly and in an interesting manner both orally and in written form.
2. The student should be able to tell the duties of and training necessary to be a director, writer, producer, actor, cameraman, and film editor.
3. The student should be able to identify on sight certain filming techniques such as close-up, medium shot, full shot, pan, dissolve, cut-away, fade-out and fade-in.
4. The student should be able to identify on sight certain techniques in advertising such as Create a Mood, What's New, Just Plain Folks, Famous Names, Statistics, Exaggerated Claims, Humor, Public Image, and Don't Be Left Out.
5. The student should have a general idea of how films and videotaped programs are planned, produced, and photographed.
6. The student shall have general knowledge of what a shooting script for a film is like and be able to read it and understand its directions as well as the story of the film.

INTEGRATION

Language Arts

LESSON

Primary Concept: There's more to television than meets the eye; for every person in front of the camera there are about fifty involved and hours of planning and preparation go into each minute of viewing time.

Secondary Concept: Advertising pays for television, and commercials use various techniques for influencing the consumer to buy the product.

ACTIVITIES

1. Pass out a television questionnaire to each student. (This is a ditto asking about favorite programs, favorite stars, time spent watching television each day and vacation days, etc.) Students fill out questionnaire individually.
2. Class discussion and general sharing of questionnaire answers and information we already know about TV.
3. Show movie, "Television Serves Its Community", in which the behind the scenes activity in the production of a live musical program, a news show, and location coverage of a parade are detailed. Discuss the movie after viewing. Watch movie again to be able to make lists of jobs shown and discuss what each one's duties are. (This movie shows at least fifty jobs.)
4. Class discussion of some of the jobs depicted on the film. Students choose one of the jobs and do research on the job, especially on what kind of training and education needed to do it. The textbook material in World of Language, pp. 210-215 is used as basis for the main jobs of director, writer, producer, actor, cameraman, and film editor. Each student is expected to know in general what each of these jobs' function in filming and TV production.
5. Students do research on their chosen job using the SRA Work Brief Kit, Encyclopedias, library materials, and anything else they can find to write a Profile of the job. The profile consists of six questions about the job such as: 1. What education and training do you need to get the job? 2. What kinds of work do you do on the job? 3. What skills do you need? 4. What kind of pay or other rewards do you get from the job? 5. What are the working conditions like on the job? 6. What kind of a future does the job offer.
6. These profiles are written in final form and bound into a book that all students can read and share.
7. Read textbook, World of Language, pages 211-213, "The Language of Film", to learn identity of certain filming techniques such as close-up, medium shot, full shot, pan, dissolve, cutaway, fade-out, fade-in. Discussion of the techniques.
8. Use television viewing to identify these techniques. Have students call them out. (The dissolve and the pan will be hard to find except in movies.)
9. Read a TV shooting script--World of Language, pp. 259-311, "The Remarkable Incident at Carson Corners". It is divided into sections. Students read it silently and then discussion questions follow each section. Also discuss any technical terms not understood in the script.
10. Ask question; "Who pays for it all?" Center discussion around TV commercials. Students discuss favorite ones.

ACTIVITIES - Continued

11. Pass out ditto sheet identifying nine advertising techniques commonly used in TV commercials, on radio, and magazine advertising. They are: Create a Mood, What's New?, Just Plain Folks, Famous Names, Statistics, Exaggerated Claims, Humor, Public Image, and Don't be Left Out. Discuss these techniques. Use TV, radio, and magazines to show examples of each one.
12. Assign students to make a booklet containing a page for each technique. Cut out an advertisement from a magazine or newspaper to illustrate each technique.
13. Have students choose a partner or three students in a group and write a TV commercial.
14. Polish shooting script. Rehearse, gather props, plan camera angles, and whatever else is necessary before actual taping takes place.
15. Video-tape student-produced commercials. Play back, invite other classes to view them.

MEDIA AND MATERIALS

1. Ditto copy to each student of television viewing habits and favorite programs.
2. Movie, "Television Serves Its Community" (F-32) available through the Careers Media Center.
3. Paper and pencil.
4. World of Language, textbook-copy for each student.
5. SRA Work Brief Kit available through the Careers Media Center.
6. Television set.
7. Encyclopedias and any other reference books you can find that will tell about television careers.
8. Ditto sheet for each student identifying and explaining nine advertising techniques.
9. Magazines, colored paper, glue, marking pens, or crayons to make advertising technique booklet.
10. Video-Tape equipment to video-tape commercials. (Available at some schools and can be borrowed from others.) Inquire at Careers Media Center if you need help here.

EVALUATION

This is a large and extensive unit which can be expanded even more than outlined in this pak. All areas of the curriculum can be incorporated into it. The beauty of it is that it is definitely student-centered. All students watch television and most are intrigued by the entertainment business and many have some dreams of being a star or at least they identify with their favorite TV performers. I tried not to get too technical, but there are many fascinating aspects that can be used, especially if students express a definite interest in a certain direction. This unit could easily take an entire quarter to complete.

I also incorporate much about film-making into this unit because nowadays the two are practically synonymous. There are many more films and filmstrips available that can be used in connection with this unit. The use of the video-tape equipment, if your class has it available, is a very good culmination to the unit. An 8mm movie camera and projector could be used also to good advantage if these are available. Making your own film or video-tape is fun and the students learn so much more with a hands-on type of activity. If you can't get any of this equipment, write scripts, rehearse, and make believe they are being filmed. A visit to a TV station is also a good activity to add to this unit. It was not possible this year, however.

Another interesting activity I would like to try was written up recently in Scholastic Teacher. A teacher of reluctant and far below level readers script of certain segments plus the times when these would be shown. This teacher made a copy of each script per pupil. They read it and discussed it ahead of time, and then viewed it with the script at hand. It was very effective with these remedial students and motivated them to read the scripts. This sounds great. I'd like to try it.

GRADE LEVEL: SIX

DEVELOPMENTAL AREA: ECONOMICS

INTEGRATION AREA: SOCIAL STUDIES, SCIENCE

TITLES: CLASSROOM NEWSPAPER
DECISION MAKING IN A MARKET ECONOMY
BANKING SERVICES

Title: Classroom Newspaper

Grade: 6

Framework Component: Economics

DEVELOPMENTAL OBJECTIVE:

To develop an understanding of the concepts of setting up a small business and becoming more aware of the roles associated with that business.

BEHAVIORAL OBJECTIVES:

1. The student will be able to list at least 10 different activities that go on in the school or community and include "who", "what", "when", "where", "why", and "how" of each activity.
2. The student will be able to write and defend at least one suggestion of what we can do with the activities in the above objective.
3. The student will be able to list and explain at least 5 problems involved in starting a classroom newspaper.
4. The student will be able to list at least 10 tasks necessary to produce a classroom newspaper and distinguish those activities that could be classified as "services."
5. The student will conduct a survey designed to gather data on the potential selling power of the newspaper.
6. The student will be able to list at least 3 potential jobs that the student would like to undertake in the newspaper, in order of preference.

INTEGRATION:

Language Arts, Social Studies, Art

LESSON:

Primary Concept: Factors in setting up a classroom newspaper

Secondary Concept: Jobs available in a newspaper.

Activities:

1. A field trip visit to the Toledo Blade.

2. Classroom discussion on "happening" in the school or community.
3. Read some newspaper articles from the Blade and point out the who, what, when, where, why, and how's of the article.
4. School library filmstrips on "newspapers."
5. Students will write several articles of interest.
6. Guest speaker. (Mr. Croft from the Blade).

Media and Materials:

Toledo Blade. School library. Social Studies book. (Ch. 4)

Title: Decision Making in a Market Economy

Grade Level: Grade 6

Career Framework Component: Economics

DEVELOPMENTAL OBJECTIVE:

To develop an awareness of how decision making is done in a group situation through interaction between group members and thus to better appreciate the decision making that results because of the interaction between consumer and producer in a market economy.

SUBJECT INTEGRATION:

Social Science and Reading

BEHAVIORAL OBJECTIVES

1. The student will function as a cooperative member of a decision making group.
2. The student will be able to trace the steps in decision making that were done in order to produce the product.
3. The student will have a general understanding of how decision making operates in a market economy.
4. The student will be able to read the text to find evidence to support his opinion as to whether certain statements are true or false.

LESSON

Primary Concept: In our society the right of each person to make decisions is highly valued.

Secondary Concept: Decisions concerning the production of goods and services in a market economy are made by the interaction between the consumer and the producer.

Activities:

1. Divide class into groups of 5 or 6 students and establish their work area.
2. Distribute identical raw materials to each group. (See materials list for suggestions).

3. Instruct each group to decide how to use any or all of the raw materials to produce a product of their choice. Give no other directions so the groups will be encouraged to make their own decisions.
4. Allow enough time for decision making as well as for actual production. (About 30-45 minutes).
5. At the end of the production period each group will exhibit their product and explain its function if necessary.
6. Pass out ditto true-false statements concerning the reading section in the textbook, pp. 215-220 "Making Economic Decisions."
7. Instruct the students that while you are meeting with each group individually in turn, they are to read pp. 215-220 to find evidence proving the statements on their sheets either true or false. They are to write true or false on their papers after the statement plus the page and paragraph number where their evidence is located.
8. While they are working, the teacher meets with each group and discusses the decision making process that group went through in order to produce their product. Some questions for discussion are:

What did you decide to produce with your materials?
 Why did you choose that particular item?
 How was the work divided?
 Did somebody have a special skill that helped in your production?
 Who decided what to produce?
 Who decided who did what job?
 As a group, are you satisfied with the way the decisions were made? Why or why not?
 If you could repeat the activity, what changes would you make in the decisions and in the way decisions were made?

9. After all groups have their discussions and all student finish the reading and gathering evidence to support their decisions, the class discusses their answers on the assignment. The teacher must encourage free expression and allow for disagreements. The only prerequisite for an answer being acceptable need be evidence that can support the decision in some manner. Refer often to the textbook, ask, "What did the author say or mean?" And most often "What's your evidence?" "On what basis did you make your decision?"

Media and Materials:

1. Social Studies Textbook, Concepts and Values, pp. 215-220 Unit 4, Economies and Their Use of Resources, Section 3, Making Economic Decisions. One book per student.
2. Ditto of true false statements concerning main ideas in the text pages 215-220 or this could be written on the chalkboard.
3. Pencil or pen for each student.
4. Identical raw materials for each group that the class is divided into: Almost any waste product, art material, or odds and ends could be used, just so each group has the same raw materials. Passed out to each group:
1 spool of colored wire, 5 tongue depressors, 1 bottle Elmer's glue, 1 plastic gallon milk bottle, 4 pipe cleaners, 1 L'egg plastic egg from panty hose, 1 yd. yarn, 1 foil pie pan from a pot pie, 1 pair scissors, 1 pencil, and a box of crayons.

EVALUATION

The activity worked out pretty well. I wish I could have separated the groups better so they could have no idea what the other groups were doing. Next time I will put one in the coatroom, one in the room, one in the hall, one in the speech room if it's available, and heaven knows where else. If the groups are totally cut off from each other, I think the results would be more interesting and be more indicative of the decision-making process. 6th graders would rather borrow somebody else's idea if they see a good one, than think up one of their own. I would also like to observe every group during this activity. Of course, that is not possible and in fact, it inhibits them somewhat as they do not interact in the same way as when there are no adults present. During the group discussions it was evident that some students had no part in the decision making, either because they didn't make an effort or because some other group member dominated the group. Some spent their time arguing and didn't produce anything worthwhile.

The technique for teaching content reading in this pak is one I use quite often. It is very effective. It is especially effective here because the student has already invested a lot of himself already in the lesson during the production activity, and he feels that he knows enough about decision making to decide whether the statements are true or false. The spur to read carefully and understand what you read comes in finding evidence to support your opinion. This is a challenge to most students and therefore, they benefit from the content reading lesson. "Every teacher is a teacher of reading and almost every subject is a reading subject. "Social Science is where I teach much of the content reading skills that are so important to master in the 6th grade.

Title: Banking Services

Grade Level: 6

Development Area: Economics

DEVELOPMENTAL OBJECTIVE:

To develop an understanding of the services a bank offers the community.

BEHAVIORAL OBJECTIVE:

1. Children will be able to cite four services offered by a bank.
2. Students will be able to write a check and balance a checking account.
3. Children will understand and compute simple interest problems.

INTEGRATION

Math

LESSON

Primary Concept Math: Computation skills involving simple interest

Second Concept Math: Understanding of related vocabulary, e.g.

1. principal
2. interest
3. compound
4. percentage
5. balance

Third Concept Math: Understanding the use of an adding machine in resolving problems

Activities:

1. Arrange a bank tour.
2. Use a classroom speaker to explain his job as well as the services a bank renders.
3. Role play a customer and teller, with the customer making a deposit in his checking account.
4. Have the class compute the interest, at different rates for:

1. car loan
 2. home improvement loan
 3. house mortgage
5. Allow the class to use adding machines to resolve addition and subtraction problems
 6. Review bank materials mentioning services provided the public.
 7. Award points (dollars) for class activities. These points could be kept in classroom bank, gaining interest until they are used to purchase classroom benefits.
 8. Make a bulletin board of the steps involved in opening a savings account.
 9. Make a mural that explains the services a bank provides. Use symbols, e.g.
 1. car - car loans
 2. home - home loans
 3. passbook - savings account
 4. truck - leasing department
 5. check - checking accounts
 6. credit card - credit card services

Materials:

1. Five adding machines
2. One savings passbook/child
3. One checkbook and checks/child
4. bulletin board materials
5. paper, paint, brushes for a mural.

EVALUATION

Students enjoy this unit. There are no reading or writing activities required. Many children are able to succeed that might not normally.

GRADE LEVEL: SIX

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: LANGUAGE ARTS, SOCIAL STUDIES

TITLES: JOBS IN A LARGE CORPORATION
WE'RE STRONG FOR TOLEDO
YOUR ROLE IN SOCIETY
ARITHMETIC IN THE WORKING WORLD
INFORMATION SOURCES

Title: Jobs in a Large Corporation

Grade Level: 6

Developmental Area: World of Work

DEVELOPMENTAL OBJECTIVE:

To develop an awareness of the variety of jobs that exist in a large corporation.

BEHAVIORAL OBJECTIVE:

1. Children will be able to cite five jobs at Champion Spark Plug and list four qualifications for each job.
2. Children will name at least three tools used by a draftsman and a tool and die maker.
3. Students will interview one employee and make a written or taped report to the class.

INTEGRATION

Language Arts and Math

LESSON

Primary Concept, Language Arts: Initiating and sustaining an interview with adults to obtain predetermined information.

Secondary Concept, Language Arts: The ability to change an oral conversation to written dialogue.

Primary Concept, Math: Measurement skills with a micrometer and a meter stick.

Secondary Concept, Math: Practice in using the metric system.

Activities:

1. Take a tour of Champion Spark Plug.
2. Interview a draftsman, tool and die maker.
3. Make a sound filmstrip illustrating several jobs.
4. Make a bulletin board describing five jobs at the plant and listing qualifications.
5. Children learn to use a micrometer to measure the various parts of a spark plug.

6. Make scale drawings of a spark plug and one of its parts.
7. Videotape a job interview at the plant.
8. Complete job applications necessary for employment at the plant.

Materials:

1. Ten micrometers
2. Ten centimeter rulers
3. Ten draftsman's rules
4. Ten draftsman's pencils
5. Ten compass
6. Pkg. of graph paper
7. 10 spark plugs
8. 10 spark plugs in various sub parts
9. camera and film
10. tape recorder and tape
11. Bulletin board materials
12. VTR setup
13. Job applications, one/child

EVALUATION

Some activities in this unit require considerable planning. A career coordinator can facilitate many of these activities for the classroom teacher.

Title: "We're Strong for Toledo"
A Student-produced Sound Slide Show

Grade Level: 6th grade

Framework Component: World of Work

DEVELOPMENTAL OBJECTIVES:

To provide a culminating and review activity for the seven field trips taken this year by the students, and to develop a fuller awareness and appreciation of the multitude of opportunities our city of Toledo offers to work, learn, and enjoy a successful life.

BEHAVIORAL OBJECTIVES:

1. The student should be able to identify slides of places we visited in Toledo and remember some general information about each one.
2. The student should get some idea, if not first hand knowledge, of how to take satisfactory slides with a camera.
3. The student should learn the steps involved in producing a taped slide show so that with the necessary equipment he could produce one himself.
4. The student should learn how to operate a Kodak Carousel Slide Projector.
5. The student should be able to express himself well enough in written language to write an interesting commentary to accompany the slides that tells a sequential and informative story.
6. The student should learn how to operate a tape recorder.

INTEGRATION:

Language Arts and Social Science

LESSON:

Primary Concept: To teach students an easy and inexpensive way to produce a very pleasing and entertaining presentation from slides they have taken on a trip or visit.

Secondary Concept: Toledo, Ohio is a great place to live and work and there's much to be learned by visiting different places in our city.

Activities:

1. Take slides during the various field trips. Let students watch and instruct them on the actual picture taking. (About eight students were actually involved in the taking of the slides.)
2. As slides are developed and gathered all together, view, sort, and arrange them in a sequence that best tells the story you want to tell. (Six students were on the sequencing committee).
3. Teach all students to operate the Carousel slide projector.
4. Number the slides after the final sequence is approved by the entire class and place them in order in the carousel tray.
5. As you view each slide, write a commentary on a numbered card about that slide. Try for no more than it takes to read in 10 seconds on any one slide. Stress telling the story in a clear, simple, but interesting way, keeping in mind that the story is to be cohesive and sequential, not just a bunch of unrelated pictures. (All students took part in this then a committee chose the best ones and put them together in the final commentary.)
6. Copy the commentary on 3" x 5" cards and choose the readers that will tape it. (4 students did the actual reading on the tape).
7. Select soft background music to be played while the commentary is read. (Two students were in charge of this).
8. Select a sound signal to be recorded on the tape to signal the changing of slides to the operator of the slide projector. (We used a bell from the xylophone-type bell set used in music classes. It is struck with a mallet. Two students were in charge of the sound signal.
9. Rehearse the tape production with readers, sound signal, and background music.
10. Teach students to record and play back on a tape recorder. (Three students were the sound engineers and handled this operation.)
11. Tape the commentary with sound signals and music.
12. Present your finished show to an appreciative audience--playing the tape and changing the slides on the sound signals on the tape.

Media and Materials:

1. Slide camera and film.
2. Kodak Carousel Slide Projector.
3. Tape recorder and blank tape.
4. Record player and record of background music.
5. Screen for showing slides.
6. Slide viewer (not essential, but helpful)
7. Paper and pencil, 3" x 5" index cards.
8. Sound signal to be used on tape to signal slide changes. Possible suggestions are: xylophone type bell from school music department that you strike with a mallet, a child's metal cricket that makes a clicking noise, or any other sound that is not too irritating, yet clear enough for the operator of the projector to hear.

EVALUATION:

The students enjoyed this activity very much. They actually learned more about the different places because they did research for the commentaries, and they were proud of the finished product. Throughout the year as the slides were developed, we viewed them in the viewer or on the screen and they provided instant review and pleasant memories. Near the end of the year, we had around 100 slides amassed and then began the actual production of the slide show. We took seven trips this year. The bulk of the slides were on the Arowanna Boat trip up the Maumee River and during the walking tour of downtown Toledo including the view from the top of the Fiberglass Tower. Each of the other places we visited such as the Art Museum, the Masonic Auditorium, the Safety Building, the Toledo Zoo and Science Museum, the Toledo Blade and Toledo Metropolitan Parks' Pearson Park were represented by a number of slides.

The slides can be used for many other activities as they accumulate them through the year. Reviewing the field trip, writing about them, doing follow-up research on some aspect of the trip, and delving deeper into the different jobs, these are all other uses for the slides. A slide show can be used in connection with any subject to tell any story or teach any concept. It can, of course, be entirely teacher produced, but it is relatively easy to do and the students enjoy producing it themselves.

I think every school should have at least one adequate slide camera available, money for film and development, a carousel projector, and basic instruction for teachers as to how to operate this equipment and how to produce slide shows of this type. It is a very helpful educational tool.

Title: Your Role in Society

Grade Level: 6

Framework Component: World of Work

DEVELOPMENTAL OBJECTIVE:

Each student should develop a role in life and accept a vital position in today's society.

BEHAVIORAL OBJECTIVES:

1. The student will be able to discuss with his small group one occupation in which he is interested and outline the education required for it.
2. The student will be able to show the class and discuss how science and technology have altered work within the city.
3. The student will be able to distinguish in a small group discussion, between workers who produce services and others who produce goods and give examples of each.
4. The student will be able to discuss in his small group why people need information about jobs.
5. The student will be able to list two careers of interest to him in the same job family and discuss them to his small group.
6. The student will be able to discuss in a small group the changes that a particular job has undertaken after the invention of the automobile.

INTEGRATION:

Language Arts, Social Studies

LESSON:

Primary Concept: World of Work

Secondary Concept: Advances in science and technology in careers.

Activities:

1. Orally participate within a small group to consider the education in preparation for the various jobs.

2. Discuss, in a small group, magazine pictures collected at home that show how science and technology have altered positions within a city.
3. Participate in the teacher-directed discussion concerning goods and services.
4. Interact within your group discussing why people seeking positions need information about them.
5. In a group discussion, 1) describe job families and careers related to them, 2) choose from teacher presented lists three families and indicate three families found within the families.
6. Work in small groups. Choose a means of communication or transportation to investigate. Trace the scientific improvement by researching at the school library. Discuss the effect of scientific improvement on labor.

Media and Materials:

Student made media, magazines, school library.

EVALUATION:

Be very careful in your selection of small groups for individual students to work in.

Allow individual to work by themselves, if they wish.

Title: Arithmetic in the Working World

Grade Level: 6

Developmental Area: World of Work

DEVELOPMENTAL OBJECTIVE:

Students will develop an awareness of occupation which require arithmetic skills.

BEHAVIORAL OBJECTIVES:

1. Given a list of jobs requiring arithmetic skills the student will be able to match the job to appropriate cluster from the USOE Job Clusters.
2. Given a job requiring arithmetical skills, the student will be able to list the specific arithmetical skills needed.
3. Given sample problems related to a specific job, the student will be able to solve the problems.

INTEGRATION:

Arithmetic

LESSON:

Primary Concept: Computation Skills

Activities:

1. Class will discuss and list jobs which require arithmetic skills. Each student will be assigned one of the jobs and will read about it using the SRA WORK Kit. He will then write a sample problem that worker would have to solve using the Math Applications Kit and the Job Experience Kit as a resource.
2. The students will be given a list of the USOE Job Clusters and will classify their workers list according to Job Cluster.
3. Students will be given a work sheet with all the student composed problems and a list of the workers. Each student will match the problems with the appropriate worker and try to solve the problems. Papers will be checked with the student who composed a problem acting as expert for the problem.

Materials:

WORK Kit, Job Experience Kit, Math Applications Kit and ditto master of the student composed problems.

EVALUATION:

Students will repeat exercise three (above) using problems and a workers list composed by the teacher.

TOCMPAK Title: Information Sources

Grade Level: sixth

Developmental Area: World of Work

DEVELOPMENTAL OBJECTIVE:

To acquaint the students with sources of occupational information.

BEHAVIORAL OBJECTIVES:

The student will be able to list three resources available in the school that provide occupational information.

The student will be able to list three agencies in the local community from which he can obtain occupational information.

The student will be able to write a letter requesting occupational information from a company or agency.

The student will be able to prepare a notebook containing the resources that he has learned about as a result of this unit.

INTEGRATION:

Language Arts

LESSON:

Primary Concept: The use and obtaining of resources

Secondary Concept: The obtaining of information from printed materials.
The obtaining of information from resource people.
The obtaining of information from community agencies.
The obtaining of information from other sources.

Introductory Lesson:

1. Discuss the sources of occupational information that the students can readily name.
2. List several radio or television shows that present information about specific careers.

3. Ask the students what people in the school could provide them with information about jobs.
4. Ask the students to list the people or agencies in the community that could help them obtain such information.
5. On a large chart or blackboard, compile a list of the sources of information that the class has named. (This can be printed on a ditto for handy reference.)

Lesson 2 Activities:

1. Invite the guidance counselor or career coordinator to visit the classroom and bring with him the following resources:

Dictionary of Occupational Titles
 Encyclopedia of Careers, Vol. I & II
 Handbook of Job Facts
 Occupational Outlook Handbook
 Widening Occupational Roles Kit (WORK)
 Pepeye Job Cluster Comic Books
 Other related pamphlets and booklets

The counselor or coordinator should show the resources to the students and explain their use.

2. Each student should prepare a one-page summary of the resources shown and their location in the building.
3. (Alternative) If the materials are kept in a specific area of the library or the media center, arrange for the counselor or coordinator to meet with the class there so that they will be familiar with the location.
4. Home Assignment: Ask each student to interview his parent or a neighbor to obtain information about the job that the person holds.

The type of information that should be obtained in the interview could include:

1. nature of the work performed
2. qualifications or preparation
3. how the person got his job -- entry methods
4. earnings (range, not specific)
5. working conditions
6. personal factors

Lesson 3 Activities:

1. Collect the assignments (job interviews)
2. Ask a counselor from the Ohio Bureau of Employment Services to visit the classroom and explain the services offered by his agency and the types of information available there.

3. (Alternative) Arrange for the class to visit the employment agency and talk with the counselor there so they can see the materials that he has available.

Lesson 4 Activities:

1. Provide a collection of resources from the Career Development media center for each student to investigate -- films, tapes, filmstrips, etc. Each student should select one resource and make notes on the type of information in that resource.

Lesson 5 Activities:

1. Provide the students with a list of resources concerning jobs -- the Chamber of Commerce, governmental agencies, local industries.
2. Discuss a sample letter requesting information from such a resource.
3. Ask each student to write a letter to one of the resources requesting information about a specific job.

(When the material arrives, it can be used to display on a bulletin board or resource corner.)

Lesson 6 Activities:

1. Using the various sources of information that the students have collected during the past activities, each student should prepare a notebook of information on sources of information.

Each notebook should contain a list of major sources of information about occupations, including:

1. school counselors, teachers, coordinators
2. resources in the school including books and pamphlets
3. resources in the Career Development media center (including films, filmstrips, tapes, etc.)
4. professional and business associations and labor unions
5. personal friends, relatives and other employees in the working world
6. employment agencies - both public and private
7. state and federal governmental agencies
8. Chamber of Commerce
9. businesses and industries

Media and Materials:

Dictionary of Occupational Titles, U.S. Government Printing Office

Handbook of Job Facts, Science Research Associates, Chicago, Ill.

Encyclopedia of Careers, Vol. I & II (address in media center)

Occupational Outlook Handbook, U.S. Government Printing Office
Widening Occupational Roles Kit (WORK), Science Research
Associates, Chicago, Ill.

Popeye Job Cluster Comic Books, King Features, New York City,
N.Y.

A list of materials available from the Career Development
Media Center

EVALUATION:

Not all of the activities could be used as planned due to the nearness of the end of the school year; those that were used worked well.

This unit could be expanded to cover several weeks of time and individual components could also be expanded to include other information. For example, each student could select a television show that features a specific occupation and write a summary of the information about the job that they were able to obtain from the show alone.

Grade Level: Sixth

Developmental Area: Employ and Work Adj. Skills

Integration Area: Language Arts

Title: What an Employer Wants to Know About Me

TOCMPAK Title: What an Employer Wants to Know About Me

Grade Level: Sixth

Developmental Area: Employability and Work Adjustment Skills

DEVELOPMENTAL OBJECTIVE:

To develop an understanding of the information that is generally required of job applicants.

BEHAVIORAL OBJECTIVE:

The student will be able to fill out a sample resume of information about himself.

The student will be able to fill out a sample job application.

The student will be able to write a letter of application for a job he has selected.

The student will complete a sample arithmetic application test used by a local department store.

INTEGRATION:

Language Arts & Mathematics

LESSON:

Primary Concept: There are many ways in which information about ourselves is gathered by an employer.

Secondary Concepts: The importance of basic mathematics skills in obtaining a job.

The importance of basic letter writing skills.

The importance of accurately and concisely transmitting information about oneself.

Lesson 1 Activities:

1. Divide the class into small groups and assign one of the following topics to each group. The groups should decide what information an employer would want to know in each

of the categories and should report back to the class in about 15 minutes.

personal history
 school history
 health records
 outside activities
 special interests and talents

2. Each group should report to the class. The information can be placed on the blackboard or on dittos for handy reference.
3. Home Assignment: Each student should collect the above information about himself for the class on the following day.

Lesson 2 Activities:

1. Using a transparency, show the students the information that should be included in a resume and discuss the importance of accuracy on each item.
2. Provide each student with a blank dittoed form of the resume and have him fill in the information from his homework assignment.
3. Collect the resumes.

Lesson 3 Activities:

1. Without any instructions, provide each student with a sample job application form and ask him to fill it out.
2. Using a transparency of the form, go through the items one-by-one and discuss possible errors that the students might have made. Have them check their own papers.
3. Return the graded resumes to the students and provide them with another job application form which they are to fill out at home and return the following day.

Lesson 4 Activities:

1. Provide each student with a page of the "help wanted" section of a recent paper and ask him to cut out an advertisement for one job that interests him and that he might possibly be able to obtain.
2. Discuss the information that should be included in a letter of application and have several samples for students to look at.

3. Ask each student to write a letter of application for the job that he has selected and to "mail it" to the teacher at the beginning of class on the next day.

Lesson 5 Activities:

1. Obtain (or ditto) enough copies of an arithmetic application test from a local department store and give the students the allotted time to complete the test. Note any unusual behavior by students -- did they check their work if they had time, etc.
2. Grade the tests and discuss the grades in terms of the other things that were noted during the testing time.
3. In summary, discuss what the students have learned as a result of the unit.

Media and Materials:

Sample resume form
 Sample job application
 Sample arithmetic application test
 Transparencies of the above items
 Dittos

EVALUATION:

Several other things could have been included in the unit if time had allowed, such as:

- 1) having the students actually apply for social security numbers
- 2) inviting an employment counselor to the class to conduct mock interviews
- 3) inviting a personnel manager to talk to the class about what he looks for when interviewing potential employees
- 4) using one of those follow-the-directions tests in which the first item says "read all the directions before doing anything," and there are a long series of items below that, the last one of which says "disregard all of the above and print your name at the top of the page."

The teacher who tried out the unit felt that it met the objectives as stated.

Grade Level: Seven

Developmental Area: Self

Integration Area: Language Arts

Title: A Goal Directed Counseling Plan
for Students in a Job
Training Program

Title: A Goal Directed Counseling Plan for
Students in a Job Training Program

Grade Level: 7-12

Framework Component: Self

DEVELOPMENTAL OBJECTIVE:

To develop in each student a deeper awareness of self in relation to his job training goals and occupational goals.

BEHAVIORAL OBJECTIVE:

Given the opportunity each student should write his long range and short range job training goals as well as his occupational goal(s).

INTEGRATION:

Individual and Group Guidance

LESSON:

Primary Concept: When an individual becomes aware of his aptitudes and interests through the counseling process, he is in a position to state his job training goals and occupational goals.

Secondary Concept: Goal setting helps individuals to function in a productive and meaningful way.

Activities:

1. In a group situation, have students write their long range and short range goals. A brief discussion about the meaning of goals should be held prior to the activity.
2. Have each student list his occupational goal(s) if known.
3. Administer the General Aptitude Test Battery (G.A.T.B.) and an interest inventory.
4. Discuss with each individual his goals while in training as well as his occupational goals.
5. Interpret the results of the aptitude test and the interest inventory to the students.

6. Have students explore the occupation(s) stated in their occupational goals by:
 - A. Reading about the occupations in various occupational information.
 - B. Talking with individuals employed in the occupation(s).
 - C. Gaining practical job experience in the specific occupation, if possible.
7. At the end of the unit have each student state any changes if they have taken place.

Media and Material:

1. Self-Awareness Plan Form - Copy attached
2. General Aptitude Test Battery
3. Kuder Interest Inventory
4. Strong Interest Inventory

EVALUATION:

The activities met the stated objectives. The student would probably obtain a deeper self-awareness if two interest inventories were administered rather than one. The materials used seemed effective.

IN-SCHOOL WORK PROGRAM

SELF-AWARENESS PLAN

Enrollee; _____ Date: _____

Job Title: _____ Job Station: _____

Counselor: _____

Goal Directed Employability Plan

Enrollee's stated objectives while participating in the In-School Work Program.

A. Long range goals: _____

B. Short range goals: _____

Enrollee's stated occupational goal(s) after termination of education and/or job training.

A. _____ B. _____

C. _____ D. _____

Changes in Employability Plan

Changes in stated objectives and reason(s):

A. Long range goals: _____

Date

B. Short range goals: _____

Date

Changes in stated occupational goal(s).

A. _____ B. _____

Date

Date

B. _____ C. _____

Date

Date

GRADE LEVEL: SEVEN

DEVELOPMENTAL AREA: EDUCATION AND TRAINING

INTEGRATION AREA: ENGLISH

TITLE: JOB TRAINING IN TOLEDO

Title: Job Training in Toledo

Developmental Area: Education and Training

DEVELOPMENTAL OBJECTIVE

To develop an awareness of education and training required for specific jobs in the Toledo area.

BEHAVIORAL OBJECTIVES

1. Given a list of ten jobs, the student will be able to identify the level of education required.
2. Given two specific jobs, the student will be able to list skills required, educational level for entry and, if applicable, any special training needed.
3. Given a list of jobs, students will identify at least one industry in the Toledo area which employs people for each job.

INTEGRATION

English

LESSON

Primary Concept: Oral Communications

Secondary Concept: Use of a telephone interview.

ACTIVITIES

1. Students will compile in a class discussion a list of thirty jobs available in the Toledo area. The teacher should make an effort to get a list which encompasses a broad range of educational levels.
2. The teacher, working with the career co-ordinator, will identify two or three Toledo companies which would employ people in all the jobs on the list. The career co-ordinator will make arrangements for the class to have a conference telephone conversation with the personnel director or the companies selected.
3. Each student will write five questions to the personnel directors about the education and training required for each job. The class, in group discussion, will compile an interview form to use in the conference call itself.
4. Each student will be assigned a specific job before the conference calls are made. That student will make the necessary notes about that job during the conversation with the personnel directors. Specific students should be assigned to actually do the interviewing. The teacher should have the students role play the call so they will know what to do.

ACTIVITIES - Continued

5. Class will hold their interviews on the conference telephone.
6. Class will review the information in class discussion after the calls are made.

MATERIALS

Conference telephone

EVALUATION

The behavioral objectives should be rewritten into quiz form to administer to the class.

Grade Level: Seven

Developmental Area: Economics

Integration Area: Math

Title: A Penny Saved is a Penny Earned

Title: A Penny Saved is a Penny Earned

Grade Level: 7-12

Framework Component: Economics

DEVELOPMENTAL OBJECTIVE:

To develop each student's awareness of the importance of obtaining and maintaining a savings account.

BEHAVIORAL OBJECTIVE:

Given an opportunity to open a savings account, the student will learn how to establish and maintain a savings account.

INTEGRATION:

Mathematics

LESSON:

- Primary Concepts:
1. By adding regular deposits and calculating quarterly interest, students will learn that their money multiplies when deposited in a savings account.
 2. The student will learn that in order to budget his money he must divide his income into various amounts.

Secondary Concept: To be able to obtain desired goods and services, a person needs to plan and to save.

Activities:

1. Tour a local bank or savings and loan association.
2. Have students open a savings account.
3. Have a representative from a bank speak to the class.
4. Have a representative from a savings and loan association speak to the class.
5. Read and discuss the pamphlet entitled "Savings Accounts".
6. Read and discuss pp. 1-22 of the booklet entitled Personal Money Management.
7. Have students develop a budget for their pay check or allowance so that at least 10% will be saved.

8. Have students calculate the amount of money they will have at the end of a year if they make regular deposits of a given amount.

Media and Materials:

1. Booklet entitled Personal Money Management, Toledo Trust Company, Toledo, Ohio.
2. Pamphlet entitled "Savings Accounts", Toledo Trust Company, Toledo, Ohio.
3. Paper and pencil

EVALUATION:

To a greater extent, the activities met the stated objectives. One change in activities that might improve the TOCMPAK would be to read the pamphlets on savings prior to visiting the bank and prior to hearing the speakers. The subject area of language arts could be included. By doing so, an activity that could enhance the TOCMPAK would be to have each student establish a goal for his savings and write an essay about his goal. The pamphlets on savings that were used appeared to be effective.

GRADE LEVEL: SEVEN

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: SOCIAL SCIENCE

TITLE: THE OIL REFINERY - A SOURCE OF MANY JOBS

Title: THE OIL REFINERY - A SOURCE OF MANY JOBS

Grade Level: 7-12

Framework Component: World of Work

DEVELOPMENTAL OBJECTIVE

To develop the students' awareness of the various types of jobs that are performed at an oil refinery.

BEHAVIORAL OBJECTIVES

1. Given exposure to the types of jobs performed in an oil refinery, the student will be able to list any of the jobs which would merit further investigation and study by him.
2. The student will learn how subjects he currently is studying might be useful in the work of an oil refinery employee.

INTEGRATION

Science, English, Mathematics, Industrial Arts, and Business Education

LESSON

- Primary Concepts:
1. People who work in the offices of a refinery have knowledge in the fields of English, business, and mathematics.
 2. Employees of an oil refinery laboratory use science and mathematics in their everyday work.
 3. The plant employees of an oil refinery apply mathematics, science, and industrial arts skills to their job.

Secondary Concept: People with many aptitudes and various knowledge help an oil refinery function properly.

ACTIVITIES

1. View a movie about the oil refinery industry.
2. Tour an oil refinery.
3. Have a guest speaker talk to the class and explain the types of jobs performed and the education required for the jobs in a refinery's business office, laboratories, and plant.
4. After the unit has been conducted, have each student list as many different jobs performed in a refinery as he can. After each job have the student indicate the fields of study used in the specific job.
5. On the list mentioned above have the students check the jobs they would like to further investigate or study.
6. Have the students evaluate the tour of industry.

MEDIA AND MATERIALS

1. Movie about the oil refinery industry.
2. Pencil and paper.
3. Evaluation form.

EVALUATION

The activities seemed to meet the stated objectives. Two additional activities that might be helpful would be:

1. Before the unit is conducted, have each student list as many different jobs that he thinks are performed in an oil refinery. Have him check the jobs he thinks he might like.
2. A comparison of the pre-unit and post-unit lists could be made.

The materials and media used appeared to be effective. One additional subject area that might be included would be foreign languages because interpreters are needed in businesses which have international trade.

IN-SCHOOL WORK PROGRAM
TOLEDO PUBLIC SCHOOLS
MANHATTAN AND ELM
TOLEDO, OHIO 43606

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NMA TOUR OF INDUSTRY PROGRAM

SUMMARY OF
TOUR EVALUATION RECORDS

Company: Sun Oil Company Company Representative: Mr. Gene Stiles

Date(s) of Tour: _____ No. of Participants: 27

Note: This rating represents in a systematic way our appraisal of the
Tour of Industry Program sponsored by the Toledo Chapter of National
Management Association.

TOUR FACTORS	TOUR RATING				
	EXCELLENT	VERY GOOD	AVERAGE	BELOW AVERAGE	POOR
QUALITY OF TOUR					
Orientation by company officials..					
Exposure to semi-skilled and skilled jobs					
Audio-Visual Presentation					
Exposure to working conditions....					
Exposure to career development opportunities					
Printed information					
Planning & preparation by company officials					
Job information (salary, requirements, etc.).....					
Critique (question & answer period)					
JOB EXPOSURE (QUANTITY)					
LENGTH OF TOUR					
HOSPITALITY...(LUNCH, FRIENDLINESS, etc.)					

Comments: _____

STUDENTS NAME:

Steph

GRADE LEVEL: SEVEN

DEVELOPMENTAL AREA: EMPLOYABILITY & WORK ADJ. SKILLS

INTEGRATION AREA: LANGUAGE ARTS

TITLES: THE JOB INTERVIEW - ONE KEY TO OBTAINING A JOB
HOW TO APPLY FOR A JOB

Title: The Job Interview - One Key to Obtaining a Job

Grade Level: 7-12

Framework Component: Employability and Work Adjustment

DEVELOPMENTAL OBJECTIVE:

To develop the ability of a student to successfully conduct himself in a job interview situation.

BEHAVIORAL OBJECTIVE:

Given an opportunity to go for a job interview, the student will learn how to conduct himself in an impressive manner.

INTEGRATION:

Language Arts and Home Economics

LESSON:

Primary Concept: In order to sell himself to a prospective employer, a student must be well groomed, use correct grammar, and be able to display acceptable social behavior during the interview.

Secondary Concept: To obtain a job a person must sell himself to a prospective employer.

Activities:

1. Read and discuss pp. 1-3 of How to Apply for a Job.
2. Read and discuss handout "Grooming for Unemployment".
3. Read and discuss handout "How to Sell Yourself to an Employer."
4. Have a home economics teacher discuss good grooming.
5. Have class members demonstrate appropriate and inappropriate attire for a job interview.
6. View a film or film strip pertaining to the job interview.
7. Provide each student a letter of introduction to a prospective employer. The letter will be returned to the teacher indicating if the student was accepted or rejected for the job. If the student was rejected the reason should be indicated.

8. Discuss the results of each interview individually with each student.

Media and Materials:

1. How to Apply for a Job, Ohio Bureau of Employment Services pamphlet, p-1524 R 2-69.
2. Handout - "Grooming for Unemployment."
3. Handout - "How to Sell Yourself to an Employer."
4. Film or filmstrip about job interviews.
5. Form letter of introduction to prospective employer.

EVALUATION:

The activities appeared to meet the stated objectives of the TOCMPAK. One additional activity that might strengthen the unit would be to have a speaker from the Chamber of Commerce conduct some mock job interviews and speak to the class. Another activity that would enhance the unit would be to give rejected students another opportunity to go for a job interview. The materials and media used seemed to be effective.

GROOMING FOR UNEMPLOYMENT

If you're thinking of getting a job after getting out of school, you'll have to give serious consideration to the kind of job you want and are suited for. Also consider: who can help you, where you can apply; and most important, how to apply by letter, telephone, or in person. At some point, you'll come face to face with an employer. He'll size you up by what you have to say and your appearance.

Some young people don't really want to work. If you're one of these young people, we want to help you make sure that you don't really land a job.

POINTERS FOR BOYS AND GIRLS:

If you want to make certain that you won't be asked to do any work, make yourself look as sloppy as possible.

SPECIFICALLY--

Chew gum as you are being interviewed so you'll look as cow-like as possible.

Show the employer how grown up you are by smoking without being invited.

During the interview, be sure to fuss with your clothing or hair now and then.

Wear soiled, wrinkled clothing so as to give that beatnik look.

Don't you dare show up with your teeth brushed or use any deodorant, but let the natural charm of your odor come out.

POINTERS FOR BOYS:

Now fellows, here are some special tips to help you get out of that job.

Don't wear a regular suit. It's better to wear a coat and pants that don't match.

Put on a sports coat and the loudest tie you can find.

Socks and tie shouldn't match.

Your shoes should not be shined and the heels should be run down. A hole in the soles will help, too, especially if you rest one foot on the other knee.

Make your hair look slick and greasy. You can make a big hit with long sideburns or ducktails. The longer your hair, the better.

Come to the interview unshaved and unbathed.

Make sure your fingernails are either bitten to the bone or real long, with plenty of dirt showing.

If your feet have a tendency to sweat, don't bother to use foot powder.

Your trousers should be round and baggy, one or two buttons missing from your coat, and shoe laces patched together.

Avoid wearing a white shirt or such unnecessary accessories as a handkerchief or tie clip.

N. Y. C. 7/68

HOW TO "SELL YOURSELF" TO AN EMPLOYER

1. Study your interests and qualifications, be prepared to give them briefly and clearly during the interview.
2. Before the job interview learn about the firm; ask questions about the firm and the job that you're seeking.
 3. Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are, whom you wish to see.
4. Be neat, clean; hair combed, fingernails clean; wear well-pressed clothes; shined shoes; avoid gaudy jewels, make-up.
 5. The employer wants to talk to you. Don't take anyone with you (not even your mother) to your job interview.
6. Sit up straight in the chair, feet firmly on floor, look alert. Advance planning will help you to be calm, poised, and at ease.
 7. Think before answering a question. Be polite, accurate, honest and frank. Give full information, don't brag.
8. Have guide sheet with you of all your jobs, dates at work, your wages, kind of work you did, reasons you left.
 9. Be ready to show how your training and work experience will help you to get ahead on the job you're asking for.
10. For references, give the names (and complete address) of three reliable people who know you and your work.
 11. Be confident, enthusiastic, but don't bluff. Use good English; and speak distinctly. But don't talk too much.
12. Listen carefully; be polite and tactful. Above all, don't get into any arguments with your prospective employer.
 13. The employer is interested only in how well you'll fit the job. Don't mention personal, home or money problems.
14. Be grown up, businesslike. Show employer proper respect. Call him "Mr."---not "Jack" "Buddy" or "Pal".
 15. If it's certain you won't get this job, seek employer's advice about other jobs with the firm which may come up.

Neighborhood Youth Corps

IN-SCHOOL WORK PROGRAM
TOLEDO BOARD OF EDUCATION
MANHATTAN AND ELM
TOLEDO, OHIO 43608

This letter introduces _____ as a student
in the In-School Work Program. Please interview him/her for a
position as _____ on your staff on _____,
_____ at _____.

After completing your interview with the above mentioned student,
please complete the following information for our office:

- () Approved to start work
- () Disapproved to start work at this time for
the following reasons:

- ___ 1. Insufficient skills
- ___ 2. Under age
- ___ 3. Poor attitude about Work
- ___ 4. Does not appear to be interested
- ___ 5. Unable to be scheduled for work
- ___ 6. Poor grooming
- ___ 7. Other (please specify)

Please make any additional comments that you think may help this
student find employment and become a more productive citizen.

Please return this letter to the In-School Work Program, Manhattan &
Elm St., Toledo, Ohio 43608.

I would like to thank you in advance for your cooperation.

Yours truly,

Richard A Schroeder

RICHARD A. SCHROEDER
COUNSELOR-COORDINATOR

cal

Title: How to Apply for a Job

Grade Level: 7-12

Framework Component: Employability and Work Adjustment

DEVELOPMENTAL OBJECTIVE:

To develop an awareness of the skills necessary to apply for a job.

BEHAVIORAL OBJECTIVES:

1. Given a job application form the student will learn how to complete a job application.
2. Given a newspaper advertisement, the student will learn how to write a letter of application.

INTEGRATION:

Language Arts

LESSON:

Primary Concept: Sentence structure, correct spelling, punctuation, and grammar are most important in applying for a job as is neatness and legible writing.

Secondary Concept: The first impressions a person makes are most important.

Activities:

1. Obtain a representative sample of applications used in the community and have students attempt to complete the application. (Pre-unit activity)
2. Read and discuss pages 3-7 in How to Apply for a Job.
3. Have each student prepare a personal data sheet for himself.
4. Have students read the newspaper advertisements and write a letter of application.
5. Have each student complete another job application form. (Post-unit activity)

Media and Materials:

1. How to Apply for a Job, Ohio Bureau of Employment Services pamphlet P-1524 R2-69.
2. Want ads from newspapers.
3. Job application forms from various community businesses.

EVALUATION:

The activities, to a great extent, met the stated objectives. The following additional activities might strengthen the TOCMPAK:

1. Have the students apply for a social security number.
2. View a film pertaining to job application procedure.

The additional materials that would be needed would be application forms for the social security numbers. An appropriate film would be part of the additional media.

PERSONAL DATA SHEET

Name: Your Name

Address: Your Address

Parents Name and Address

Telephone: Your Telephone Number

Age: 17 Height: 5'7" Weight 145 lbs.

Marital Status: Single Social Security Number:

Educational: Schools Attended	Dates	Grade Average
Your Grade School	Grade 1-8	C
Your High School	Grade 9-11	C+

High School Major Subjects	Semesters of Credit	Average Grade
Typing	2	B
English	3	C
Mathematics	3	C
Industrial Arts	4	B

Previous Employment

Employer	Position	From	To	Duties
XYZ Grocery Store	Stock Boy	July, 1963	Sept., 1964	Stock Shelves
ABC Gas Station	Attendant	March, 1965	Sept., 1965	Pump Gas
Neighborhood Youth Corps	Student Worker	Nov., 1965	June, 1966	Teacher Ass't

Extracurricular Activities in School:

Reporter for school paper
 Filing school records
 Track Team
 Club Vice President

Present Interests: bowling, swimming, and team work activities

References: Mr. Thomas J. _____, Principal
 Your Town High School
 3821 Park Street
 Your Town, U. S. A.

Rev. Joseph _____, Pastor
 Your Church
 4321 Meadow Street
 Your Town, U. S. A.

Miss Marian _____
 Office Supervisor
 XYZ Grocery Store
 Your Town, U. S. A.

Mr. John G. _____
 Typing Instructor
 Your Town High School
 Your Town, U. S. A.

PERSONAL DATA SHEET

Name: _____

Address: _____

Parents Name: _____

Address: _____

Telephone: _____

Age: _____ Height: _____ Weight: _____

Marital Status: _____ Social Security: _____

Educations: Schools Attended

Dates

Grade Average

High School Major Subjects

Credits

Average Grade

Employer	PREVIOUS EMPLOYMENT		To	Duties
	Position	From		
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Extracurricular Activities in School:

Present Interests:

References:

1. _____ 2. _____

3. _____ 4. _____

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: LANGUAGE ARTS, SOCIAL STUDIES

TITLES: FAMILY ROLES
WORK CAN BE REWARDING

Title: Family Roles

Grade Level: Junior first, multi-handicapped class

Framework Component: Individual and Environment

DEVELOPMENTAL OBJECTIVES:

- a. To develop an awareness of the role each family member plays and how he/she plays that role.
- b. An awareness that the role differs from person to person and family to family.
- c. An awareness that there are limitations for all of us.

BEHAVIORAL OBJECTIVES:

In lesson 1, the objectives pertain to the individual child, to the mother in lesson 2, and to the father in lesson 3.

- a. Given the opportunity to express himself the child will be able to tell one kind of job he, his mother and his father would be able to do, or does at home; and one job he, his mother, his father would not be able to do.
- b. Child be able to tell one fun activity he, his mother, his father could do at home all by himself (excluding TV) and one fun activity with one or more members of the family.

INTEGRATION:

Family membership

LESSON 1

- a. Primary concept: The child is a contributing member of the family.
- b. Secondary Concept: Each child works and plays in the home
- c. Activities
 - 1. Display pictures of children helping in the home.
 - 2. Teacher commence discussion by asking "How could we help at home?"
 - 3. Write comments on the blackboard
 - 4. Display pictures of children playing in the home.
 - 5. Comments by children of how they play by themselves and with others written on blackboard.

d. Media and Materials

1. S.R.A. Guide pictures 18, 20
2. Magazine pictures of children at home
3. Blackboard

EVALUATION:

In circle at the end of the day, each child was able to tell how he could help; play alone; and with others; when he gets home. The kids loved their ideas written word for word on the blackboard. The subject of home is a familiar setting and the kids were really enthused to give their ideas.

LESSON 2:

- a. Primary concept: Mother is a contributing member of the family.
- b. Secondary concept: Mother works and plays in the home, but differently.
- c. Activities

The same pattern as for Lesson 1.

d. Media and Materials

1. A magazine picture of mother washing dishes.
2. A family picture playing Bingo on the floor from Interaction Man

EVALUATION:

Again, a discussion was held about mother just before going home. They all had no difficulty recalling jobs that their mothers did, but about half of them had forgotten what mothers do or could do for enjoyment. Perhaps a movie could be found of family life which would strengthen the children's conception of mother's pleasures. Next time a teacher, who is a mother, might visit us and tell what she does at home for fun. The children commented "This is fun!" and so it was.

LESSON 3:

- a. Primary concept: Father is a contributing member of the family.
- b. Secondary concept: Father works and plays in the home, sometimes differently than mother or children.

c. Activities

The very same procedure as in Lesson 1.

d. Media and Materials

1. A magazine picture of dad and the kids cleaning up the backyard.
2. A colored picture from the Sunday paper showing Dad reading with his little boy.

EVALUATION:

Children had difficulty telling what fathers do or could do in the home to help. By getting each child to talk about what happens after supper, what do they do, what does mother do and then father. The children recalled jobs father did without difficulty.

To strengthen these three lessons, I would give the children an opportunity to role play various members of the family.

Title: Work Can Be Rewarding
 Grade Level: 2 and 3
 A.C. 4 and 5
 Orthopedically Handicapped
 Framework Component: Individual and Environment

DEVELOPMENTAL OBJECTIVE

To develop the awareness that we can contribute to the beautification of our physical environment through work and derive pleasure from so doing and to appreciate such efforts.

BEHAVIORAL OBJECTIVES

Given a gardening spot, the children will prepare, plant and care for their garden on a regular basis.

Given crayons and pictures of impoverished landscapes the children will illustrate how flowers could beautify the landscape.

Given a walk around the neighborhood, the children will observe and enjoy the flowers they see and express an appreciation for the work involved.

INTEGRATION

Science

LESSON

Primary Concept: One can through work contribute to one's environment and gain pleasure from it.

Secondary Concept: Considerable work is required to raise flowers yet people choose it for a leisure activity.

ACTIVITIES

1. A walk around the neighborhood to enjoy the spring flowers.
2. Gardening
3. Visit a nursery
4. Using crayons, paints, tissue paper, etc., decorate basic pictures of angular buildings, straight streets, etc. to show what flowers can do for the environment.
5. Walk around the neighborhood again to enjoy the spring flowers and be aware of the work involved.

MEDIA AND MATERIALS

1. Seeds or seedlings
2. Gardening spot and tools
3. Art supplies
4. Private cars for transportation

EVALUATION

Since the objectives were largely affective, they were measured by casual comments, enthusiasm for the project over a period of time and carry over into home life. It was obvious that the children found gardening an enjoyable past-time even though some had blisters as a results of their labor.

The children took home the plants and seeds that they were given at the nursery and planted them. The TOCMPAK was started to near the end of the school year to judge their sustained effort. Since the children will be in the same group next year follow up can take place in the fall.

The trip to the nursery was very helpful. It did bring out the attitude by some of the boys that flowers were "women's work." A stratagem for coping with this attitude must be developed.

Films showing the care of flowers would be helpful. An outside speaker, possibly a retired man who gardens for a hobby would add to the TOCMPAK.

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: SELF

INTEGRATION AREA: HEALTH

TITLES: WE ALL HAVE FEELINGS
ACCEPTING EMOTIONS

Title: We all Have Feelings

Grade Level: Junior First - Multihandicapped class

Framework Component: Self

DEVELOPMENTAL OBJECTIVES:

- a. To develop an awareness that it is OK to feel and express various emotions.
- b. To develop an awareness that each person has feelings regardless of his color, physical ability or disability, or where he lives.
- c. To develop an awareness that each one of us is unique.

BEHAVIORAL OBJECTIVES:

- a. For the child to acquire the willingness or freedom to share his feelings.
- b. Child be able to describe the feelings accompanying the emotions of love, joy, sadness, loneliness, anger and thoughtfulness.

INTEGRATION:

Feelings

LESSON 1:

Primary concept: We all have feelings of love, sadness, anger, joy, loneliness and thoughtfulness at some time.

Secondary concept: It is good to express our feelings and talk about them.

Activities:

1. Teacher display one picture at a time illustrating each kind of emotion.
2. Children talk freely about each picture.
3. Each child given the opportunity to tell a time when he had this feeling.

Media and Materials:

1. Moods and Emotions
 - a. Study prints #1, 3, 5, 6, 7 & 8

b. Author - Marie Frost

c. 1969 The Child's World, Inc., Elgin, Illinois

EVALUATION:

This apparently is a much needed area for discussion. Only a couple children enthusiastically expressed themselves; others were quite reluctant to talk, but were interested. The succeeding lessons hopefully will bring more of an open discussion.

Our fun activity just before going home helped promote casual discussion of self and feelings. We all got on the floor to put a twenty-five piece, three and a half foot long puzzle of a boy together. I then asked, "Would you say he was happy, sad or just how does he feel?" To this question they all had some ideas. The activity of play on the floor, plus the discussion in the morning all kind of jelled.

To improve this, I would use each picture of Moods and Emotions for a lesson, until each emotion had been covered. Many suggestions for use are on the reverse side of each picture.

Also Unit J of Focus of Self Development, Stage One: Awareness, S.R.A. Follow discussion on page 83 of above text.

LESSON 2:

Primary concept: All peoples have feelings; regardless of the color of their skin.

Secondary concept: Members of our class with black, tan and white skin have feelings.

Activities:

1. Show one picture at a time of Mexican, black, and white children.
2. Allow children to tell about each picture with the teacher leading into discussion of the color of the skin and feelings of children pictured.
3. Give children of each ethnic group in the class an opportunity to stand before the class and describe themselves (color of hair - straight or curly, eyes, skin)
4. Each child color in a drawing of a boy/girl to make it look like himself.

Media and Materials:

1. Pictures 3, 6 and 9 from Interaction of Man and Man, 1969 by Rand McNally & Company, Chicago.

2. Drawing of a boy, or girl for each child.
3. Crayons for each child

EVALUATION:

This lesson was a good review of the meaning of "feelings." The children spontaneously said such things as "It's OK to cry," and "Sometimes I get mad at my brother."

This lesson, following the activities as stated was satisfying to the children as well as to myself. The discussions and activities kept the children involved throughout the lesson.

An additional subject area could be Children of the World. Using the colored pictures these children have already colored, more could be made to represent all races. These could be cut out and pinned to a map of the world.

LESSON 3:

Primary concept: Whether we can see or not, talk or not, walk or not; we all experience feelings.

Secondar concept: Each of us in this class are experiencing feelings all the time.

Activities:

1. Display picture of child with braces, in therapy.
2. Teacher comment "Tell me about this boy. How do you think he feels? How can you tell?"
3. Children's discussion
4. Blind-fold a child, after which display picture #4 to rest of children. The blind-folded child will react.
5. Discuss feelings of a blind person.
6. Have child with speech problems tell how she feels in various situations. Teacher help only to bring out discussion of various feelings this child experiences when at home, at school, during any time of the day or evening; which are just like our feelings. Child, in making reply, explain his feelings and why.
7. Teacher give everyone a few M & M's and asks "How does that make everyone feel?"

Media and Materials

1. A blindfold (could be a large bag)

2. Picture #4

EVALUATION:

Children are much more responsive when asked about feelings. They were most anxious to role play with the brown bag over their head. Most of the children were surprised to learn that it was frustrating when they could not see, as it is at times for them when they cannot walk. An extension of this lesson could be in the area of control and how to handle frustrations. Because no child in this particular class was familiar with a hearing aid, we invited a little older girl who uses a hearing aid to visit our class and discuss its use. (hearing aid was worn by boy in picture)

Title: Accepting Emotions
 Grade Level: Regular and A.C. 3 and 4
 Ortho. Handicapped
 Framework Component: Self

DEVELOPMENTAL OBJECTIVE

To make the child aware of an accepting of his various emotions.

BEHAVIORAL OBJECTIVES

Given symbols to represent his basic emotions of joy, anger, fear and sadness, the child will identify the emotion felt and publicly recognize it by displaying the symbol.

Given magazines, scissors, paper and glue, the child will select pictures that create an emotional reaction and identify that emotion.

Given a life situation, the child will be able to state. "I'm angry," "I'm happy" and so on.

INTEGRATION

Health

LESSON

Primary Concept: It is normal to have emotions and the emotion is acceptable even when we cannot act upon it as we choose.

Secondary Concept: Others will not always know what we are feeling unless we identify our emotions and state them to others.

ACTIVITIES

T.V. program, "Inside Out"

Discussions, Role playing and stories based upon the program "Inside Out." (vicarious situations)

Simulated situations and experiments to create easily recognized feeling and class discussions of those feelings.

Diaries kept by children for a private record of their feelings.

Montages made by children to illustrate each of the basic emotions. The montages are shaped like a human brain and are superimposed upon a silhouette of the child (Drawn by an adult with the use of an opaque projector). The montages are then changed at will as the child's emotions change, as a statement to the class of what the child is feeling.

MEDIA AND MATERIALS

TV set and access to airing or films of "Inside Out"

Opaque Projector

Art supplies and old magazines

EVALUATION

The children became much more aware of their own emotions and of the emotions of others.

The sequence of activities was very good. By starting with the vicarious the child was not threatened. Later he was able to recognize the emotions of classmates in exaggerated simulated situations. He was allowed to record his own emotions privately before finally stating them to the group.

The experience of making the montages was a very good one however, displaying the silhouettes so that the child could change the montages at will was not practical a laminated symbol that the child could clip to his clothing would be much more efficient. An additional symbol to represent "Don't bug me" could be used but the child should still identify and express the emotion that caused him to seek privacy.

The T.V. Series was excellent. It suited the goal of this TOMCPAK very well.

This TOMCPAK should be started early in the year to allow more time for development.

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: EDUCATION AND TRAINING

INTEGRATION AREA: SCIENCE

TITLE: TRAINING FOR LIFE

Title: Training for Life

Grade Level: Junior first, multi-handicapped class

Framework Component: Education and Training

DEVELOPMENTAL OBJECTIVES:

- a. To develop an awareness of the necessity of controlling food and liquid intake.
- b. To develop an awareness of the importance of being as self-sufficient as possible.
- c. To develop an awareness of the necessity of a pleasant personality.

BEHAVIORAL OBJECTIVES:

- a. Given breakfast and lunch at school every day, child will select only those foods he should eat and in proper portions.
- b. Given opportunity through out the school day, child will make effort to do what he can do for himself.
- c. Child will exhibit a pleasant, cooperative attitude, unless there is a particular reason for not.
- d. Child, when unhappy, will express his feelings, so that those around him can help solve his difficulties.

INTEGRATION:

A happy person

LESSON 1

Primary concept: In order to be healthy we should eat certain foods each day, and drink certain amounts of liquid.

Secondary concept: Most of us need to eat small amounts of starchy foods because they are fattening; extra weight makes it more difficult for people to lift us, and it is harder for each of us to move ourselves.

Activities:

1. Display chart showing the four food chains.
2. Allow children to do most of the talking, with the teacher emphasizing the importance of eating some foods from each category daily.

3. Have an older student who has had weight problems visit, to discuss his eating habits so that children will realize the benefit of not becoming obese.
4. Give each child a miniature leaflet of large chart to take home.

Media and Materials:

1. Large folder entitled Every Day Eat the 1-2-3-4 Way!
[6] 1970, Copyright 1966, National Dairy Council,
Chicago 60606
2. 8 miniatures of above
3. one student from upper classes, who has had weight problems and is doing something about it.

EVALUATION:

This was a well accepted lesson, children seemed to like the subject and they were able to tell what foods they should eat and drink for nutrition, what foods some of them should avoid, or eat just one helping, and try to drink more water.

They all agreed that it would help to remind them if there was a pitcher of fresh water, and their plastic cups on a table in the classroom. Most of the children can pour, and the teacher or another student could help those who cannot pour.

Another lesson which could be an outgrowth of this one, would be a discussion of proper exercise, so essential for all of us, but especially these children.

LESSON 2

Primary concept: People will like us, if we are polite.

Secondary concept: Say "Thank you" and "Please" when you need help.

Activities:

1. Show movie Johnny Learns His Manners #395-11B (a Toledo Board of Education film order)
2. Discuss good manners as each child tells about one manner, which another child hasn't already mentioned.
3. Teacher lead children into the realization of the necessity of good manners, stressing the dependence of these children upon some assistance at home and at school.

4. Give children who desire, an opportunity to pantomime good manners.

Media and Materials:

1. Film, Johnny Learns His Manners, #395-11B

EVALUATION:

The movie held the children spell-bound. The story was about a little boy who, as he displayed bad manners, changed slowly into a pig.

The children had no difficulty (save one) to recall the story in order to tell one desirable manner.

The teacher wrote each child's reply, on the blackboard which wasn't planned in the activities, but it seemed a good idea.

This lesson was just perfect in length, the children were all responsive and did enjoy it.

Another follow up lesson could be about good appearance; hair combed, hands and face cleaned and teeth brushed.

LESSON 3:

Primary concept: We feel good when we try to do as much as possible for ourselves.

Secondary concept: The more we practice, the more we can do for ourselves.

Activities:

1. Teacher begin discussion by reminding children that they will no longer go to P.T. (Physical Therapy) due to the closing of school. Children take turns telling what they have done in therapy and the special reason for such therapy. Teacher write these activities on the blackboard.
2. Therapists visit room to check the blackboard list of each child's special exercises and needs.
3. Allow children opportunity to tell of something they tried to do and couldn't, and how they felt. In the course of the ensuing discussion teacher bring out the point that adults can only help as child is willing to tell us about his frustrations.
4. For typing exercise later in the day each child will type his list of exercises which he can do at home during the summer

Media and Materials:

1. Blackboard and chalk
2. Therapists

EVALUATION:

This was the first time a carry over of P.T. into the home for the summer had been attempted.

The therapists were enthused over the idea and were surprised how well the children knew their exercises and why they should do them. A little boy and one little girl were so happy when the therapists told them they could take crutches and a cane home for the summer.

This has been a very successful unit and I shall follow it closely for another class.

It will be interesting to follow through next fall to see if there has been improvement in the physical ability of the children.

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: ECONOMICS

INTEGRATION AREA: SOCIAL STUDIES

TITLE: WAGES AND SERVICES

Title: Wages and Services

Grade; Junior First - Multiple handicapped

Developmental Area: Economics

DEVELOPMENTAL OBJECTIVES:

1. To develop an awareness that everyone has certain basic needs.
2. To develop an awareness that those needs are provided for through work.
3. To develop an awareness that we need to save some money.

BEHAVIORAL OBJECTIVES:

1. Child will know that his basic needs are food, clothing, shelter, work and play.
2. Child be able to tell specifically how income provides for family needs.
3. Child be able to tell, in detail, how services of the adult at home provides for family's needs.
4. Child be able to relate two ways he can help save money and two services he can perform.

INTEGRATION:

Family Necessities

LESSON 1:

Primary concept: We all must be provided with food, clothing and shelter

Secondary concept: Father and mother take care of our needs.

Activities;

1. Two different people from the school staff take turns to visit class and tell why they work, and how they use their monies.
2. Teacher make a list on the blackboard with children's help, of how staff members spent their monies under the following headings: Food, Clothing, Shelter, Public Utilities, Savings, and Amusements.

3. Teacher commence discussion, "Our visitors used the money they work for to pay for all these. " (name of student) does your mom and dad buy food; who eats it?" Continue down the lists in similar fashion asking different children.
4. Using three sets of magazine pictures illustrating various needs, have children paste a set on each of three posters. On the top of one poster there will be a man, on the second poster a woman and on the third a child.

Media and Materials:

1. Two adults from the staff
2. Three sets of magazine pictures showing food, clothing, shelter and furnishings, a bank building, fun activities and public utilities. Also a picture of a man, woman and child.
3. Three poster boards: 2-1/2' x 2'

EVALUATION:

This was a worthwhile lesson and I wouldn't change it for this group of children.

It caused the children to stop and think about the necessities of life - a new concept for them. Too, that these necessities have to be purchased or paid for.

An extension of this lesson could be in the area of nutrition, the four basic foods. Also, the care of equipment and furnishings.

LESSON 2

Primary concept: When every member of the family does his job, the family is happy and there is money for its needs.

Secondary concept: doing jobs at home saves money.

Activities:

1. Display pictures of men and women doing various jobs away from home and allow children to talk about them.
2. Give each child the opportunity to tell what the wage earner in his family does.
3. Display pictures of mother working in the home and ask children what they think their mother might be doing right now.

4. Discuss what the other members of the family are doing (children in the family).
5. Let each child role play at being a member of this particular family. Every one is just waking up in the morning. (Children will delight in pretending the usual home routine)

Media and Materials:

1. Pictures are large black and white (19" x 24") which were in the room. In the lower left hand corner is printed The Macmillan Company, 1966. In the upper right hand corner is a number. Numbers 2, 5, 6, 7, 17, 19, 23, 24.

EVALUATION:

Not having questioned it, or heard it discussed before, the children were surprised what could happen if dad and mom didn't do their jobs. They all seemed quite convinced that there are times when we all don't feel like doing what we are supposed to, but we do it anyway and then we feel good.

An extension of this lesson could be in the area of the children's jobs at school "How can we do a better job and have fun too?"

LESSON 3:

Primary concept: We save money for unexpected expenses and things we would like.

Secondary concept: We can learn to save and spend our pennies wisely.

Activities:

1. Have on display:
 - a) a piggy bank
 - b) a margarine tub with a slit in the top
 - c) bank book
 - d) U.S. savings bond
2. Ask children if they ever had a penny, nickel or dime from the tooth fairy or for their birthday, and what they did with the money, to lead into a discussion of saving, and the articles on display.
3. Recall how the class won \$5.00 last January and how we saved it until a need arose. Discuss many uses of that money and how it was good to wait until we had a need of something before we spent it.

4. Each child choose the margarine tub he would like for a bank. Allow children to make a slit in the top and help others who need it. Have children write, or type name to be pasted on lid.

Media and Materials:

1. Piggy bank
2. 8 margarine tubs with lids
3. bank book
4. U.S. Savings Bond

EVALUATION:

The children liked the comparison of their savings or piggy bank with adult savings in a bank. They gave many ideas of how to help the family save, such as not expecting a treat every time mom goes to the store, candy isn't good for your teeth and so on.

The United States Savings Bond discussion could be forgotten at this level, for the children didn't grasp the idea.

A periodic discussion of saving money through bank or wise use of money would help to instill the idea of saving.

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: SOCIAL STUDIES

TITLES: JOBS
JOBS IN TELEVISION
RESTAURANT JOBS

Title: Jobs

Grade Level: Junior First - Multiple-handicapped

Framework Component: Work

DEVELOPMENTAL OBJECTIVES:

1. To develop an awareness of work as "jobs"
2. To develop an awareness that we all need to be doing something in order to be happy.
3. To develop an awareness that work is an economic and a self-satisfying endeavor.

BEHAVIORAL OBJECTIVES:

1. Child will be able to give some examples of jobs that he and adults do.
2. Child realize that he is more apt to be happy when he has something to do.
3. Child be able to tell why his Mom and Dad work.

INTEGRATION:

Occupying our time

LESSON 1:

Primary concept: To work is to have a job; something to do.

Secondary concept: Boys and girls have jobs at home and at school.

Activities:

1. Teacher begin discussion of "work" by saying, "You have heard people talk about work. What are they talking about? What do they mean? Think a minute."
2. Once children get started, write suggestions on the blackboard under headings of Children, Mothers, Fathers.
 - a. This could lead into job groupings such as: community helpers and repairmen
3. Discuss children's jobs at home and in school.
 - a. at home

b. at school

- 1) in classroom
- 2) gym
- 3) therapies

Media and Materials:

1. Blackboard and chalk
2. Happy kids and teacher

EVALUATION:

Children entered discussion with enthusiasm; no doubt because it was about mom, dad and themselves.

They all possessed a better understanding of work at the end of the lesson; therefore, I would let the lesson plan stand as is.

Extensions of this lesson could be in the area of Community Helpers, Repairmen, really the categorizing of jobs. Also discussion of future employment for the children.

LESSON 2:

Primary concept: People feel good when they have jobs to do.

Secondary Concept: Boys and girls need something to do to occupy their time.

Activities:

1. In order to carry out the object of this lesson teacher must:
 - a) remove children's favorite phonics, color and number games
 - 1) a child or teacher from adjoining classroom may accidentally on purpose ask to borrow them
 - b) leave the room, herself. A good setting would be when teacher attends a usual meeting.
 - c) have an aide come in with children during teacher's absence, but aide is kept busy with work at teacher's desk.
 - d) say to children, "you children may do whatever you would like to, until I return."

- e) Regular school equipment such as pencils, crayons, scissors and paper are in their usual, accessible place. Library books are on the library table, and the children's school books are on the shelf.
- 2. Upon teacher's return and the aide's exit, teacher tell briefly about the meeting she attended and then ask children what kind of a time did they have. This no doubt will lead to children asking for things to do the next time teacher leaves the room.

Media and Materials:

- 1. Borrow an aide for half an hour.
- 2. Clear room of children's best loved form of work and play.

EVALUATION:

This was a most successful learning situation. The kids were not at all happy; showing irritation and tiredness after this "free period." This particular class needs a great deal of structure, while they are all short on imagination and creativity. "We didn't have anything to do," said one boy. They all agreed that they like it better when they have something to do, that they like to do.

Extension of lesson could be to discuss what they could do with equipment in room.

LESSON 3:

Primary concept: Mother and father work because they need something to do and they need money.

Secondary concept: When mother and father work well and regularly they receive rewards.

Activities:

- 1. Show film What Do Fathers Do?
- 2. Discuss role of parents in the film, especially father.
- 3. List father's working attributes on the blackboard, as you lead children into this discussion.
- 4. Have children tell, as they recall the happy ending, what rewards father had for working well and steady; how it affected the rest of the family
- 5. Carry over discussion into children's own home situation

Media and Materials:

1. School film #371.42-13
What Do Fathers Do?, ordered on monthly request sheet.

EVALUATION:

Because this lesson involved the family and home, the children were enthused. All the children seemed to realize the desirability of all members doing their jobs regularly, unless illness interfered. They cited the experience in the classroom when they had nothing to do, and it really wasn't any fun.

I found that the children had no realization of the uses of money; except as it satisfied their immediate need or desire. A unit on how earned wages are used is most desirable.

Title: JOBS IN TELEVISION

Grade Level: 3 and 4

A.C. 5 and 6

Orthopedically Handicapped

Framework Component: World of Work

DEVELOPMENTAL OBJECTIVE

To create an awareness of the many jobs involved in the production of a television program. To create an appreciation of the many people whose work is involved.

BEHAVIORAL OBJECTIVES

Given a trip to a television studio, the children will be able to list minimum of five jobs that are involved in the production of a T.V. show.

Given a list of positions involved in production of a T.V. show, the child will be able to name at least one skill required (and in the case of the orthopedically handicapped, at least one physical trait such as manual dexterity for a carpenter).

Given a list of positions, the child will be able to select at least one for which he is physically qualified and has personal characteristics that would be an asset.

INTEGRATION

Social Studies

LESSON

Primary Concept: The effort of many people are required in the production of a single T.V. show. These jobs are interdependent.

Secondary Concept: Various skills and interests are required within a single organization. People who could not or would not enjoy performing a given job might find great satisfaction or success in another area within the same organization.

ACTIVITIES

1. Watch T.V. and discuss how it is produced.

2. Research: Television Works Like This, Jeanne and Robert Bendick, McGraw Hill, 1965.

Come To Work With Us in a Television Station, Jean and Ned Wilkerson, Milwaukee Sextant Systems, 1970

You Visit a Newspaper and a Television Station, Leonard Meshover, Terrific Press, 1965.

ACTIVITIES - continued

3. Visit a T.V. Station.
4. Create a T.V. Show to be given to parents or another class.
5. Make a mural showing the various people who work in a T.V. station.
6. List physical (orthopedically handicapped only) and behavioral traits required by various positions. Have children identify these for which they consider themselves qualified.

MEDIA AND MATERIALS

Television set
 Library books
 Transportation to T.V. studio
 Art supplies

EVALUATION

The goals were met. In fact fewer activities would actually have been required. Number 5 could be omitted but it was thoroughly enjoyed. Number 6 might not be so necessary for nonhandicapped children.

The trip to the T.V. Station was the most valuable part of the TOCMPAK.

Title: Restaurant Jobs

Grade Level: Intermediate A.C., 2nd and 3rd, physically handicapped

Framework Component: World of Work

DEVELOPMENTAL OBJECTIVES:

To develop the awareness that many jobs are involved in the preparation of a restaurant meal.

BEHAVIORAL OBJECTIVES:

1. Given paper and crayons, the child will be able to illustrate four jobs performed in the preparation of food.
2. Given an understanding of a particular restaurant job, the child will be able to state how the food might be affected if the job was poorly done.
3. Given an understanding of a particular job, the child will be able to state what might happen if that person were absent.

INTEGRATION:

Social Studies

LESSON:

Primary concept: Many people can be involved in the completion of a single project.

Secondary concepts: Every job fits into the total process and is of value.

People that do not function well in one area may do well in another.

Activities:

1. Tour McDonald's restaurant and have guide explain the various posts and the duties of each. (sample completed product)
2. Establish a play restaurant and "make" food using cardboard, paints, scrap materials, etc. and practice preparing food.
3. Set up an assembly line production and prepare a meal or a snack.

Media and Materials:

Scrap materials, money for treat, groceries and simple kitchen equipment.

EVALUATION:

The McDonald tour was excellent. Behavioral objectives were met by the tour alone and should be adequately reinforced by the second and third objectives.

GRADE LEVEL: MULTIPLE GRADE LEVELS FOR
SPECIAL STUDENTS

DEVELOPMENTAL AREA: EMPLOYABILITY AND WORK ADJ. SKILLS

INTEGRATION AREA: LANGUAGE ARTS

TITLE: WORK WORLD PERSONALITIES

Title: WORK WORLD PERSONALITIES

Grade Level: Regular 3-4

A.C. 5-6

Physically Handicapped

Framework Component: Employability and Work Adjustment

DEVELOPMENTAL OBJECTIVE

To make the child aware of the basic personality traits required for much employment. (and to evaluate self accordingly.)

BEHAVIORAL OBJECTIVES

Given a list of personality traits, the child will be able to list them in columns (or orally if physical handicap precludes writing) according to which of the positions require each trait.

Given a chart showing required personality traits listed by occupation, the child will be able to generalize that the same traits are required by each. (Cleanliness, tidiness, friendliness, cooperativeness, industriousness, dependability)

Given a list of personality traits, the child will be able to list them in such a way as to demonstrate his understanding of his own personality strengths and weaknesses.

INTEGRATION

Language Arts - letter writing, reports, charts

LESSON

Primary Concept: The same basic qualities are essential for much employment.

Secondary Concept: We can evaluate our own personality traits and adjust them by conscious effort.

ACTIVITIES

Visit the school cook, custodian, secretary, etc. for guided tours of their work areas, an explanation of their job and their interpretation of personality traits necessary for employment in such a position. Ask leading questions if necessary.

Follow the same procedure to obtain like information from any workers you meet on field trips.

Better students may interview someone on their own and report to the class.

Place personality traits on chart according to position.

Compare and discuss the traits required by the various positions.

Make a growth chart by mounting a self portrait along side a list of traits the child feels he has. List the traits he needs to acquire over his head in the "growing room."

MEDIA AND MATERIALS:

EVALUATION

If this TOCMPAK had been started earlier in the year the number of positions explored could have been greatly enlarged. It could have been a long term project with a pictorial record as well as an open-ended chart. This unit could be dove-tailed with other TOCMPAKS. As field trips are taken for other purposes, they could also be used to reenforce concepts of this lesson.

Additional positions could be studied via filmstrips, however, I found the personal contact with the school personnel, whom the children know and love, to be extremely effective.

The self-evaluation seemed particularly effective although time was too short to show tangible, lasting results in personality growth. This could have been recorded individually in their diaries or on graphs or they could have redone their self portraits to show their growth to the class.

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